DOCUMENT RESUME

ED 312 010 JC 890 519

AUTHOR	Fountain, Ben E.; Tollefson, Terrence A.
TITLE	Community Colleges in the United States: Forty-Nine State Systems.
INSTITUTION	American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO	ISBN-0-87117-201-1
PUB DATE	89
NOTE	274p.
AVAILABLE FROM	American Association of Community and Junior Colleges Publications, 80 South Early Street, Alexandria, VA 22304 ($15.00; $11.25, members).
PUB TYPE	Viewpoints (120) -- Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	College Programs; *Community Colleges; *Educational Finance; Educational History; *Enrollment Trends; *Governance; National Surveys; State Boards of Education; Two Year Colleges

ABSTRACT

Drawing from a national survey of state directors of two-year college education, this book provides a state-by-state overview of information on the history, governance, finances, programs, and enrollments of the community college systems in 49 states. While the descriptions vary in length and detail, most contain information on: (1) mission and goals; (2) major historical periods; (3) state governance structure; (4) funding sources and formulas; (5) trends in enrollments and full-time equivalencies; (6) program approval process, types of programs, and degree requirements; (7) contact people; and (8) bibliographic references. (AYC)

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COMMUNITY COLLEGES IN THE UNITED STATES: FORTY-NINE STATE SYSTEMS

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COMMUNITY COLLEGES
IN THE UNITED STATES:
FORTY-NINE STATE SYSTEMS

Ben E. Fountain and Terrence A. Tollefson

of

The Department of Adult and Community College Education
North Carolina State University
Raleigh, NC

and

Associates
in
Thirty-One States

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Printed in the U.S.A. 1989

IBSN 0-87117-201-1

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**To our wives, Bonnie Tollefson and Norma Fountain,
with love and appreciation.**

PREFACE

This book was motivated by our experience as state directors of community colleges in North Carolina, New Jersey, and Colorado. In addition, we were involved in other capacities in state-level coordination of public two-year community, junior, and technical colleges for many years. We were members of the National Council of State Directors of Community and Junior Colleges and served on its board of directors. In those capacities, we often needed information about governance, finance, and other community college system concerns in other states to respond to questions posed by board members, governors, state legislators, and private citizens. Such information often was not readily available in published form and could not be obtained through original research on a timely basis.

In recent years, we undertook a project to fulfill the need for one central source of information about state-level boards and departmental organizations for community college systems. The resulting book is designed to provide some of the types of information most commonly sought by persons interested in state-level community college matters, and to provide a baseline for future studies and comparisons.

The effort was designated as the National State Community College Systems Information Project. In October of 1986 at a meeting of the National Council of State Directors of Community and Junior Colleges in San Diego, California, the project was described and the members of the council agreed to participate. An information request format was prepared and mailed to each state agency for community colleges or to the chief state agency for higher education. Follow-up mailings, telephone calls, and personal solicitations were made for the requested information. Interim project reports were made at the National Council's meetings in Dallas, Texas, in April, 1987; Newport, Rhode Island, in July, 1987; Las Vegas, Nevada, in April, 1988; and Louisville, Kentucky, in October, 1988.

Responses were received from 41 states. The response from South Dakota, while gratefully acknowledged, was not used in this edition because that state currently does not have any community colleges. The state systems of community colleges change continuously. The information reported and the position titles of the writers shown are of the time submitted.

We wish to thank the National Council of State Directors of Community and Junior Colleges and its individual members and others from the responding states for their cooperation in assembling, organizing and interpreting voluminous documents to enable us to present basic comparative information in a coherent format for ease of reference. An early draft was sent to the respondents to ensure accuracy. We have edited the responses received to increase consistency in format and length.

We also wish to thank Bonita Apperson, Alex Beddingfield and Dixie Bennett for their efforts in typing, editing, and assembling the text. The support of Edgar J. Boone, head, and Ronald W. Shearon, associate head, and other colleagues on the faculty and staff of the Department of Adult and Community College Education is gratefully acknowledged. The encouragement and editorial assistance of James C. Palmer, vice president for communication, and Susan C. Reneau, marketing and publications coordinator, American Association of Community and Junior Colleges, was invaluable.

This is a first effort to compile and present such information since *Junior Colleges: 50 States/50 Years*, edited by Roger Yarrington, was published in 1969 by the American Association of Junior Colleges. Submissions from non-responding states will be actively sought and welcomed for future editions. We invite suggestions from directors of state community college systems, other community college practitioners, and scholars in the field to improve our next edition.

Ben E. Fountain

Terrence A. Tollefson

North Carolina State University
Raleigh, North Carolina
June, 1989

INTRODUCTION

Community Colleges in the United States: Forty-Nine State Systems

Sociologists and anthropologists have long held that society requires its social institutions to meet the requirements and needs of society throughout evolution. When existent social institutions either cannot or will not respond to those needs, society will create a new institution that will. The social institution we call the community college has evolved from grassroots demands of local publics. The sponsorship varied, depending upon the state, from school districts and other local taxing entities to state sponsorship and even university system sponsorship in a few cases. As a result, the community college is different when examined from the state system perspective, while also very similar when examined from an institutional mission or purpose perspective.

Failure to acknowledge and understand the historical and programmatic differences among state two-year college systems (even their names vary radically; i.e., community colleges, technical colleges, junior colleges, technical institutes or just plain colleges) contributes to misinterpretation and misuse of data related to programs, enrollments, graduation rates, and other quantified measures reported as national norms by the national press and media as well as professional publications. Articulation data, either used for national averages or for comparing one state with another, which do not include a description of the individual state and its governance policies among and between the various sectors is misleading at best. For example, Florida's community college system produces sixty percent of the upper division baccalaureate graduating classes of the state's public universities, a startling statistic when compared with most other state systems. In order to understand that statistic, however, one must study Florida's policies and programs that reflect the unique priorities and policies of that state.

Serving on the board of directors of the American Association of Community and Junior Colleges for the past three years has verified a paradox which I believe is seldom acknowledged or understood. This national organization seeks to represent and promote two-year colleges in their role nationally. There are literally thousands of individuals who work as part of this movement of providing student access to quality postsecondary education programs which address the nation's human resource and economic development needs. Laudable as the overall goal might be, such national endeavor appears to fall short because of lack of solidarity in thought and action as a single voice or movement.

The reality, of course, is the unique individuality of each state's community college system. Actually, there are 49 unique systems (or non-systems, in some cases) represented throughout the nation. Upon reflection, it is not surprising that such is the case for a social institution that has as its primary purpose being community-based. Therefore, to understand any national movement is to understand each individual state system of two-year colleges. And to compare one state with another similarly requires such understanding.

Community Colleges in the United States: Forty-Nine State Systems serves a most useful purpose for those concerned with either national or state-level policy-making or program development. It represents a compendium of the history, governance, funding, programs, and enrollments for each of the states having public two-year colleges. In many ways the book verifies the subtlety that the community college movement mirrors the federative nature of our fifty states in forming the United States of America. The spirit of unity of purpose at the national level, while preserving and championing local determination, is more accurately and completely reflected in the community college than in any other educational institution. The ethic inherent in this is well worth preserving.

The readership of this book should be broad and extensive. Educational and public policy makers will find it a valuable source for comparative analysis, whether from the perspective of geographic, economic, socio-political, or educational characteristics. Lay persons serving as trustees for two-year colleges at the state or local level will find the book to be a gold mine for acquiring an orientation to the unique culture of the community-based institution, regardless of the name used in that particular state. Two-year college administrators and faculty should also find the book valuable as a frame of reference for planning and programming. And we in the professoriate will find *Community Colleges in The United States: Forty-Nine State Systems* to be a source book for our students as well as our research.

Ben Fountain and Terrence Tollefson are ideally qualified to undertake the monumental endeavor represented by this book. Each has served as a state director of two-year colleges, one in North Carolina, and the other in the states of New Jersey and Colorado. They have known the problem of lack of information or the existence of misinformation on community college systems when working with state legislators, governors, executive staffs, local officials, and the general public. Their credibility as state directors resulted in cooperation and assistance from state agencies which otherwise would have been hard to obtain. Their expertise in the two-year college field has made it possible for them to assemble, interpret, and organize diverse and voluminous information sources to present a basic comparative and coherent format of useful information.

Louis W. Bender
Florida State University
Tallahassee, Florida
June, 1989

ALABAMA

by

CHARLES L. PAYNE
Chancellor, The Alabama College System

SUMMARY

The Alabama College System is composed of 41 community, junior, and technical colleges; an industrial training institute; and an upper-division college. The mission of the system is to assure all Alabamians a continuing opportunity for the development of knowledge and skills through quality programs and services that are affordable and accessible.

To accomplish the mission, the Alabama College System has established the following goals:

-- An Open-Door Admission Policy which insures educational opportunities for Alabamians from all racial, sexual, ethnic, and social groups.

-- General Education at the freshman and sophomore levels of undergraduate education that prepare the students who may wish to transfer to or continue their education at baccalaureate institutions.

-- Technical, Vocational, and Career Education programs that prepare the students for employment in occupational fields and which lead to certificates, diplomas, and/ or associate degrees.

-- Industrial Development Training that meets the specific educational needs of businesses, industries, community organizations, and governmental agencies.

-- An Upper-Division Academic Program which provides a baccalaureate opportunity for the students of the postsecondary system.

-- Developmental Education which assists individuals who need to improve their basic learning skills to make satisfactory progress toward their educational objectives and supports those individuals lacking college preparatory backgrounds in overcoming their educational deficiencies.

-- Student Services and Activities which assist individuals to formulate and achieve career, educational, and personal goals through counseling and academic advisement services and opportunities to participate in vocational, social, cultural, and recreational activities.

-- Personnel who are provided professional growth and development opportunities to help assure a commitment to teaching and service, the qualifications needed to provide quality postsecondary education, and an orientation to community growth, development and quality of life.

-- Affordable and Accessible Education which is made available by low tuition and financial assistance as well as geographically dispersed, accessible locations.

-- Community Services which support personal growth, cultural enrichment, and recreation; provide access to college facilities for community activities; and promote community, social, and economic well-being.

HISTORY

Alabama's two-year college system was formed in May 1963, through Act Nos. 92, 93, and 94 of the state legislature. The system was created largely through the leadership of Governor George C. Wallace, the father of Alabama two-year colleges, who wanted to enhance the quality of life in Alabama by making postsecondary education accessible, affordable, and responsive to the unique needs of individuals.

Prior to 1982, the State Department of Education, under the Alabama State Board of Education, oversaw the administration of the system of two-year colleges. The Director of the Division of Postsecondary Education Services, whose primary responsibility was the management of these colleges, reported to the state superintendent of education.

On May 4, 1982, the Alabama legislature enacted Act No. 82-486 which created the Department of Postsecondary Education and made it responsible to the State Board of Education. The department, whose chief executive officer is the chancellor, is responsible for the direction and supervision of the community, junior, and technical colleges and for Athens State College.

Dr. Howard Gundy served as chancellor from July, 1982, until his resignation in October, 1983. In December, 1983, Dr. Charles L. Payne became chancellor .

Today Alabama's 41 community, junior, and technical colleges and one upper-division college (Athens State College) offer top-notch educational programs that are vital to the future of all Alabamians.

Community Colleges

In 1973 three technical colleges and two junior colleges were designated as community colleges with both technical and junior college divisions: George C. Wallace State Community College, Hanceville; Theodore A. Lawson State Community College, Birmingham; John C. Calhoun State Community College, Decatur; George C. Wallace State Community College, Dothan; and George Corley Wallace State Community College, Selma. Brewer State Junior College in Tuscaloosa and Shelton State Technical College were combined to form Shelton State Community College in January, 1979; and Alabama Technical College, Gadsden State Junior College, and Gadsden State Technical Institute were combined to form Gadsden State Community College in 1985. There are seven community colleges in Alabama.

Junior Colleges

As early as 1958, the Committee on Higher Education of the Alabama Education Commission recommended a system of junior colleges in Alabama. But it was not until May, 1963, that the state junior college system was actually established through Act Nos. 92, 93, and 94.

Act No. 92 provided for $15 million in bond money for construction and Act No. 93 established the Alabama Trade School and Junior College Authority. Under Act No. 94, the State Board of Education assumed management and control of junior colleges and trade schools.

On October, 29, 1963, Northwest Alabama Junior College was brought under control of the State Board of Education, making it the first state junior college in operation.

The board approved the following junior colleges as state institutions on November 2, 1965: Alexander City State Junior College, Williams Lowndes Yancey State Junior College (now Faulkner State Junior College), Jefferson Davis State Junior College, John C. Calhoun State Technical Junior College (now Calhoun State Community College), George C. Wallace State Technical Junior College (now Wallace State Community College, Dothan), Enterprise State Junior College, Jefferson State Junior College, Patrick Henry State Junior College, Northwest Alabama State Junior College, Northeast Alabama State Junior College, Southern Union State Junior College, Wenonah State Technical Junior College (now Lawson State Community College), and Mobile State Junior College (now Bishop State Junior College).

Technical Colleges

The first state-operated trade school, the Alabama School of Trades, opened in Gadsden on September 14, 1925. Thirty-five students enrolled in four courses: printing, electricity, bricklaying, and cabinetmaking.

On October 9, 1947, the Alabama legislature passed the Regional Vocational and Trade Shop Act No. 673, which approved the creation of five regional trade schools: George C. Wallace State Trade School, Dothan, 1949 (now George C. Wallace State Community College); Wenonah State Technical Institute, Birmingham, 1949 (now Lawson State Community College); Tennessee Valley State Technical School, Decatur, 1947 (now John C. Calhoun State Community College); Shelton State Technical Institute, Tuscaloosa, 1951 (now Shelton State Community College); and Southwest State Technical Institute, Mobile, 1953 (now Southwest State Technical College).

By the early 1960s, more areas were responding to increased demands for skill training. Alabama Aviation and Technical College of Ozark, Gadsden State Technical Institute, and Carver State Technical Institute (now Carver State Technical College) in Mobile were established in 1960, and John M. Patterson State Vocational Technical School (now John M. Patterson State Technical College) opened in 1961.

During the 1963 legislative session, a record appropriation for education and a special tax providing for a network of technical schools throughout the state were approved (Act Nos. 92, 93, and 94). In 1973, many of these schools became technical colleges and began offering associate in applied technology degrees. Today there are 20 technical colleges in Alabama.

Athens State College

Athens State College is both the oldest and the youngest institution of higher education in Alabama's state educational system. The college was founded in 1822 by local citizens who purchased five acres of land, erected a building, and began Athens Female Academy. Ownership of the school was transferred in 1842 to the Tennessee

Conference of the Methodist Church. With the birth of the North Alabama Conference of the Methodist Church in 1870, the college came under the jurisdiction of that body.

In May of 1974, the board of trustees voted to request from the North Alabama Conference of the United Methodist Church for the college to seek affiliation with the state of Alabama. The conference, at its annual meeting in June, 1974, gave the board of trustees this permission and authorized the transfer of the college to the state of Alabama.

In June, 1975, the college was accepted by the Alabama State Board of Education, subject to the appropriation of operating funds by the Alabama legislature. Later that year, the legislature appropriated funds for the operation of the college to serve the graduates of state junior, community, and technical colleges/institutes.

GOVERNANCE

The Alabama State Board of Education is composed of the governor, who serves as president, and eight other members who are elected from districts over the state. One of the eight members is elected by the board membership as vice president at the board's annual July meeting.

Board members serve for four-year terms. They are qualified electors of the state of Alabama, and each member shall be a qualified elector in the district represented. No person who is an employee of the board who is or has been engaged as a professional educator within five years preceding the date of the election shall be eligible for membership on the board.

Board meetings may be held as the needs of public education may require, on dates to be set by the board in official session, by the president or by the state superintendent of education or chancellor on written request of a majority of the board members.

The Alabama State Board of Education, upon recommendation of the chancellor, is authorized to perform the following functions related to the 41 community, junior, and technical colleges and Athens State College: (1) make rules and regulations for the governance of each college, (2) prescribe the courses of study to be offered and the conditions for granting certificates, diplomas, and/or degrees, (3) appoint the president, who is to serve at the pleasure of the board, (4) direct and supervise the expenditure of legislative appropriations of each college, (5) prescribe qualifications for faculty and establish a salary schedule and tenure requirements for faculty at each college, (6) accept gifts, donations, and devises and bequests of money and real and personal property for the benefit of the system or any one of the colleges, and (7) disseminate information concerning, and promote interest in, the system among the citizens of Alabama.

The State Board of Education is authorized to appoint a chancellor for the purpose of assisting the board in carrying out its authority for each of the two-year colleges. The board delegates to the chancellor authority for the chancellor to act and make decisions concerning the management and operation of the system. The chancellor also acts as the chief executive officer of the Department of Postsecondary Education.

As chief executive officer of the community, junior, and technical colleges and Athens State College, the chancellor is authorized to perform the following functions:

(1) execute, enforce, and interpret the rules and regulations of the board governing the colleges, (2) administer the office of the chancellor and appoint to positions of employment such professional, clerical, and other assistants on a full- or part-time basis as may be needed to assist the chancellor in performing the duties of the office, (3) have the authority to take any and all actions necessary and proper to administer policies, rules and regulations of the board in carrying out its responsibility for the management and operation of the college, (4) prepare and submit for approval and adoption an annual report to the board on the activities of the Department of Postsecondary Education, (5) prepare and submit for approval by the board a budget for each quadrennium, or other period as may be fixed by the Department of Finance or other authorized body, and (6) prepare and submit for approval and adoption by the board the legislative matters that are needed for the further development and improvement of the colleges.

FISCAL

The primary funding sources for the system and the percent of total revenue from each source are listed as follows:

	Junior	Technical
State Appropriation	55%	62%
Tuition	18%	13%
Auxiliary Revenue	5%	6%
Federal Funds	18%	14%
Other	4%	5%

Public two-year colleges in Alabama receive 21 percent of the state higher education appropriations. State appropriations are allocated on the basis of enrollment-driven formulae.

Each junior college receives a $200,000 base; technical colleges, $275,000. Prison program tuition waivers are reimbursed for the number of state inmates enrolled, not to exceed a total amount set by the legislature.

Health credit hours are funded on an average-cost basis in the junior colleges, and credit hours other than health account for the distribution of the remaining funds.

Five high-cost programs (truck driving, registered nursing, aviation, heavy equipment operation, and numerical control) are weighted in the technical colleges, Full-time equivalency accounts for the distribution of the remaining funds.

Tuition is $200 per quarter for in-state students and $350 per quarter for out-of-state students.

ENROLLMENT

One full-time equivalency in the junior college equates to 15 credit hours. The term credit hour actually represents a quarter hour of credit. One full-time equivalency in the technical college equates to 30 contact hours.

Due to a manual record-keeping system, no historical patterns by program are available.

Overall enrollment in the Alabama College System has grown dramatically in 20 years from 9,487 students in 1965 to 61,746 in 1985. In the last five years, enrollment in Alabama's public junior colleges has been up for four of those years. This is a good record given the national decline in higher education enrollment during this period. Enrollment in Alabama's public technical colleges, however, has been down in two out of the last five years.

PROGRAMS

New program requests must be independently reviewed and approved by both the chancellor and the Alabama Commission on Higher Education.

The Alabama College System provides the first two years of the university transfer program as well as a full range of occupational, technical, and vocational programs. Special programs for industry training, personal enrichment, and continuing education are provided as needed. The system also includes Alabama's only upper division state institution as well as the state's JTPA funded programs. The colleges are the exclusive deliverers of educational services to the adults in Alabama's correctional centers. All colleges are accredited by the regional accrediting agency and many programs are accredited by appropriate national agencies.

Community and junior colleges offer the associate in arts and the associate in science degrees as university transfer programs. The general education core requirements of these degrees exceed national norms. These institutions also offer the associate in applied science (AAS) degrees for occupational fields. The general education requirements for the AAS were recently increased to exceed the 25 percent standard of the regional accrediting agency.

Technical colleges award the associate in applied technology (AAT) degree. The AAT degree requires that at least 35 percent of all credit hours be in general education. Community and technical colleges offer diplomas in many technical fields and all colleges are authorized to award certificates.

All associate degree programs range from 96 to 128 quarter credit hours.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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Alabama Department of Postsecondary Education
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ALASKA

by

BEN E. FOUNTAIN

Eleven public community colleges are listed in the *Community, Technical, and Junior College Statistical Yearbook*, 1987-88 Edition, under the University of Alaska Community Colleges. Ketchikan Community College, the oldest, was founded in 1954.

In 1987 the community colleges in Alaska were merged into the University of Alaska. The state level governing board is the University of Alaska Board of Regents, headquartered in Fairbanks. According to the *1988 Statistical Yearbook for Community, Technical and Junior Colleges*, Alaska has one public community college, Prince William Sound Community College at Valdez.

Enrollment is slightly under 16,000 full and part-time students. Of the more than 800 degrees awarded in 1986 in the two-year institutions, 31 percent were in general studies and 20 percent in business studies. Tuition and fees averaged $824 per year and comprised about 12 percent of the educational and general revenues.

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ARIZONA

by

BEN E. FOUNTAIN

SUMMARY

The Arizona State Community College System includes nine community college districts with 15 colleges, three skill centers and 27 campuses. Oversight of the system is provided by the State Board of Directors.

The 1985-86 *Annual Report to the Governor* sets forth objectives for each community college as follows:

1. To offer the first two years of baccalaureate parallel or preprofessional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate four-year colleges and universities.

2. To provide occupational programs in technical, vocational, and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.

3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively and exercise their obligations and privileges as citizens more intelligently.

4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.

5. To provide sound academic and occupational counseling, including job placement services, so that students may learn their goals clearly and pursue them realistically.

6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college facilities and services by citizens of the community for education and cultural purposes.

The Arizona legislature enacted legislation in 1960 to enable junior college districts. The community college system got underway in 1962 and 1963 when one and then a second college were admitted to the system. In 1971 the term junior college was changed to community college.

GOVERNANCE

The State Board of Directors of the Arizona Community College System is comprised of 18 members. Fifteen members, one from each county, are appointed by the governor for seven-year terms. The superintendent of public instruction, the director of the division of vocational education, and a representative of the Arizona board of regents serve ex officio.

The powers of the state board include acquisition of real property for community college use, setting of standards for the establishment, development, administration, operation and accreditation of community colleges; certification of community leaders in business, the professions and the arts for teaching classes in their fields of competence; establish curriculums and designate courses at the several institutions; set tuition and fees; cooperate in an annual survey of former technical and vocational students; and, in conjunction with the state board of technical and vocational education, prepare annual and five-year state plans.

The chief executive of the state board is the executive director. Eight FTE positions are appropriated for the central staff services.

FISCAL

Total revenue for the Arizona Community College System for 1985-86 was nearly $223 million. District tax levies provided 51 percent; state aid provided 24 percent; tuition and fees provided 11 percent; and 14 percent came from miscellaneous sources.

State aid appropriations are distributed by a formula that allots a base amount for each full-time student equivalent (FTSE) plus an amount for each vocational and technical FTSE. The allocations decline for each FTSE above 2,500 and decline again for each FTSE above 5,000 per district. Equalization funds are allocated for districts with relatively low assessed valuations. FTSE equals the total number of student credit hours generated per year divided by 30.

PROGRAMS

The two major program areas in the Arizona Community College System are academic transfer and occupational. Vocational FTSE comprised over 38 percent of total FTSE in 1985-86. Short-term and open-entry, open exit courses are offered. There were 1,757 academic, 2,465 occupational, and 581 other degrees awarded out of a total of 4,803 in 1986. Classes were offered in nearly 400 off-campus locations.

ENROLLMENT

Fall headcount enrollment was 115,900 in 1986 as compared to 10,665 in 1964 and the all-time high of 116,629 in 1983. FTSE was 50,101 in 1986 compared to 5,741 in 1964 and the all-time high of 54,748 in 1983. Thirty-seven percent of the headcount enrollment was in the 18-24 age categories in 1986 and 55 percent of the total enrollment was female.

FOR ADDITIONAL INFORMATION CALL OR WRITE

State Board of Directors for Community Colleges of Arizona
3225 North Central Avenue
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REFERENCES

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ARKANSAS

by

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SUMMARY

Arkansas has seven community colleges, three two-year branches of universities, nine universities, and a medical campus. The seven community colleges are operated by locally elected trustees from the community college districts which have voted millages to provide facilities. The community colleges, most of which were created in the mid-1970s to provide access in underserved areas, are small institutions which are as comprehensive as possible. They offer academic transfer, occupational, and community service programs with strong student services support. They ranged in 1987 from 3,692 headcount and 2,274 FTE at Westark in Fort Smith to 411 headcount and 245 FTE at Rich Mountain in Mena. The three two-year branches vary in programs. Southern Arkansas University, El Dorado Branch, is quite similar to a community college. Southern Arkansas University, Tech Branch, is a technical institute which has only recently added transfer programs. Arkansas State University, Beebe Branch, emphasizes transfer programs, but is adding technical programs through a recently created Arkansas State Technical Institute.

HISTORY

Arkansas produced several early leaders in the junior and community college movement, including Doak Campbell, Clyde Colvert, and James Reynolds, who contributed significantly to the American Association of Community and Junior Colleges and the popularization of the movement. Several Arkansas communities had junior colleges which developed within public elementary and secondary school systems. This development was dramatically reversed by an early 1950s court decision invalidating public school funds being spent for collegiate instruction and the then existing institutions became private or discontinued operations. The redevelopment of community colleges began in the mid-1960s and led to the adoption of a constitutional amendment in 1964. Westark Community College, which has existed since 1928 as a public or a private institution, and Phillips County Community College which had local districts created in 1965, both claim to be the state's oldest institution.

With strong leadership from Dr. Shelby Breedlove (WCC), Dr. John Easley (PCCC), Senator Clarence Bell, Governor Dale Bumpers, and Dr. Olin Cook (ADHE), 1973 legislation was passed which provided more state support and required lower local millage for community colleges. Five new community colleges resulted: Garland County Community College (1973), East Arkansas Community College (1973), North Arkansas Community College (1973), Mississippi County Community College (1974), and Rich Mountain Community College (1983). The development of two of the two-year branch institutions was also related to the development of the new community colleges. The El Dorado Branch of Southern Arkansas University was created and the Tech Branch was converted from a postsecondary technical institution into a collegiate institution in 1975.

One of the primary motivations behind the 1970s expansion of community colleges was to provide access to higher education in areas which were not well served.

The new institutions have certainly accomplished that. Careful analysis shows that, in their first year or two, the new community colleges attracted individuals who would not have attended college otherwise and did not significantly change the college-going habits for families accustomed to sending their youngsters away to college. However, with the passage of time and public recognition, the community colleges began to attract traditional college going youngsters. It also appears that the upper division students sent to other institutions by the new community colleges more than replaced the traditional college going youngsters attracted. The end result of the creation of the new institutions has been dramatic increases in the proportions of both traditional and non-traditional students attending college.

GOVERNANCE

At the state level, Arkansas has a single coordinating agency and board, the Arkansas Department of Higher Education and the State Board of Higher Education. This agency and board deals with all state institutions of higher education. The state board is composed of 10 lay members appointed for ten-year terms. It selects its own officers and nominates the director of ADHE who is confirmed by the governor. The state board meets regularly once each quarter and has special meetings when necessary. ADHE is a small agency of 25 total employees. It has the customary coordinating responsibilities: recommending a single higher education budget with recommendations for each institution, reviewing proposed new programs and existing programs, maintaining a comprehensive data system and performing regular data analysis, and operating several student financial aid programs.

Since 1981, the coordination of occupational programs at all levels has been vested in the Division of Vocational and Technical Education, which is a separate agency reporting to the same nine members who constitute both the State Board of Education and the State Board of Vocational Education.

Governance of each institution is by an institutional board of trustees. For the community colleges, the trustees are elected from the taxing district. For the universities, including those with branches, trustees are appointed by the governor and confirmed by the Senate.

FISCAL

Unrestricted educational and general budgets at all state institutions, including the community colleges, are state responsibilities. Unrestricted educational and general revenues are derived from state funds (73 percent), student fees (23 percent), and other sources (4 percent). Capital budgets for community colleges are local responsibilities while they are state responsibilities at other institutions.

The state funding process is primarily formulae driven. ADHE staff, with an advisory committee of representatives of all colleges and universities, review the formula elements each biennium. The formulae impact roughly 70 percent of institutional funding and they are driven by a number of variables. The non-formula areas are reviewed based on institutional justification. Final recommendations for each institution are made by the state board to the General Assembly and the governor. Appropriations are made to each individual campus for the following biennium. In Arkansas, appropriations are authorizations to spend and spending targets. The appropriations are funded through a Revenue Stabilization Act which is a complicated system of priorities for the distribution of revenues as the state receives them. The

Revenue Stabilization Act makes it impossible for the state to spend more than it receives and appropriations are not always fully funded.

Tuition and fees are finally determined by institutional governing boards, but State Board funding recommendations include standard tuition and fee rates. The standard annual fees recommended for 1987/88 for community colleges were $539 for in-district students, $685 for out-of-district Arkansas residents, and $1,708 for non-residents. The fees recommended for the two-year branches were $685 for Arkansas residents and $1,708 for non-residents.

PROGRAMS

Proposals for new programs are initiated by institutions, approved by their institutional boards, and then submitted for review by either the Arkansas Department of Higher Education or the Division of Vocational and Technical Education. The criteria used by the two agencies are similar and involve need, availability of students, availability of resources, etc. All of the community colleges offer academic transfer and occupational programs and are involved with counseling and remediation. All have centers to provide services to business and industry and will offer in-plant courses in addition to on-campus credit and non-credit courses. They participate in externally funded programs such as Adult Basic/General Education Development Test and the Job Training Partnership Act. All state institutions are accredited by North Central, except the newest, Rich Mountain, which is in candidacy status. Most have specialized accreditation for programs for which it is recognized.

ENROLLMENT

The Arkansas community colleges and two-year branches are open-door institutions attempting to serve whatever needs exist in their service areas. Their enrollments increased steadily from 2,950 headcount in 1972 to a peak of 12,767 in 1983 and enrollments have been essentially stable from 1983 to 1986. Courses are offered from early morning to late evening with peak numbers of students present in the morning and evening. The fall 1987, headcount enrollment of 13,030 was near the previous all-time high and it follows the national patterns of enrolling more full-time (56 percent) than part-time students and more females (63 percent) than males.

The 1986/87 annual full-time equivalent student enrollment for the community colleges and two-year branches was 8,453. Annual full-time equivalent student enrollment is calculated by dividing total student semester credit hours produced for the fiscal year by 30.

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CALIFORNIA

by

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SUMMARY

California's 106 public community colleges constitute the largest and most diverse system of higher education in the western world. They are organized into 71 local districts, each governed by a locally elected board of trustees. A 16-member State Board of Governors, appointed by the governor and approved by a two-thirds vote of the State Senate, is directed by law to "provide leadership and direction in the continuing development" of the colleges. The annual budgets of the 17 districts for 1987-88 totaled more than $2.3 billion, including operating expenses and capital outlay expenditures. The system contains approximately 3,400 locally owned structures, with a replacement value of approximately $5 billion for facilities and $1 billion for equipment.

By law, any person 18 years of age or older who can benefit from the instruction offered may enroll in a community college. All colleges in the system prepare students for transfer to four-year colleges and universities, and offer vocational education in skilled, technical, semi-professional, and technologically advanced occupations. They also provide remedial and basic education; education for handicapped and other special populations including immigrants; short-term job training; continuing education and community services to all of California's residents.

More than 1,264,000 students were enrolled in fall, 1987, with 21.8 percent attending full-time (12 units or more), and 13.3 percent enrolled in noncredit classes. The colleges range in enrollment from 745 to more than 26,000 students. They employ more than 63,700 people; even though two of every three employees are faculty members, the student/faculty ratio is 29:1, one of the highest in the nation.

Mission and Goals

Legislation enacted in 1988 after more than three years of study and debate specifies the mission of the colleges. They offer instruction through but not beyond the second year of college. They grant AA and AS degrees and certificates in vocational education. Authorized instruction includes standard collegiate transfer courses; vocational and technical courses leading to or upgrading employment; general or liberal arts courses; adult noncredit courses; and community services programs and courses.

Priorities in the instruction field are also specified in statute. The primary mission is "provision of rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields." Remedial instruction, English as a second language, parenting, citizenship for immigrants, adult basic skills, short-term employment training, programs for older adults, home economics, health and safety, programs for substantially handicapped, and support services which help students succeed at the postsecondary level are classified as essential and important functions. Community service programs and courses, which do not receive state funding, are authorized so long as their provision is compatible with an institution's ability to meet its primary obligations.

HISTORY

Early History (1910-1945)

The first two-year college in California was established in 1910 by the Fresno Board of Education, three years after the state legislature authorized high school districts to offer college-level course work. By 1919, nearly 20 high schools offered college courses, and the legislature became concerned about the nature and mission of these post-high schools. A special legislative committee was appointed to study them, and subsequently recommended that courses in civics, liberal arts, science,and technology be authorized for college-level divisions of the high schools.

In 1921, the legislature authorized formation of separate junior college districts, and in 1927 permitted school boards to establish joint high school-junior college districts. By 1928, the number of colleges had grown to 31, and enrollment reached 25, 000. There were 16 college departments under the jurisdiction of high school districts, nine separate junior college districts, and six two-year college programs operated by four-year state colleges.

In 1929, the legislature authorized the first state general fund payments to junior colleges; prior to that time, funding had been part of general high school apportionments and had come mostly from local property tax revenues augmented by part of the state's receipts from mining activities on federal land. Although the Depression of the 1930s caused a reduction in financial support, junior colleges continued to grow. In response to more and more people seeking re-training or training in new careers, they began to offer vocational programs and courses for adults formerly taught by high schools. By 1937, 42 colleges enrolled more than 52,000 students; by 1942, enrollment mushroomed to 163,000.

Later History (1945-1967)

Enrollments, which had declined to less than 100,000 by the end of World War II, began to increase rapidly with the return of thousands of veterans and enactment of the landmark GI Bill. By 1947, 107,000 students attended 45 junior colleges throughout the state, and there was considerable pressure in the legislature to expand the junior colleges into four-year institutions. Commissioned by the legislature in 1947, "A Report on a Survey of the Needs of California in Higher Education, 1948," (known as the Strayer Report after its principal author, Professor George D. Strayer of Columbia University), first expressed the open door policy for junior colleges; emphasized the importance of student access; and identified their mission as providing (1) terminal (occupational) education, (2) general education, (3) college and career orientation and guidance, (4) lower division transfer courses, (5) adult education, and (6) removal of matriculation deficiencies.

The Strayer Report also recommended expansion of all three types of higher education institutions (junior colleges, state colleges, and the University of California), rather than converting the two-year colleges into four-year schools. Because of unabating enrollment pressures, the legislature in 1953 called for another study of the need for new facilities.

The result was the report, "A Restudy of the Needs of California in Higher Education," by T. R. McConnell in 1954-55. With junior college enrollments hitting

200,000 in 1954 and showing no signs of slowing, McConnell recommended that before establishing additional four-year colleges (seven already existed and four more were authorized), the state should create more two-year colleges in order to place higher education opportunities easily within the reach of every citizen of the state. The report also recommended a delineation of functions among the three higher education segments, and the adoption of achievement requirements for junior college transfer students.

In 1959, the legislature requested the liaison committee which had been established by the regents of the University of California and the State Department of Education to oversee preparation of a master plan for higher education for the expansion and coordination of higher education in the state. The principles of the master plan, the first in the nation, were later placed in statute as the Donohoe Higher Education Act of 1960.

The master plan recommended that the junior colleges become full partners in a tripartite system with the University of California and the four-year state colleges. To retain certain advantages, (a combination of local and state funding, local governance, and federal vocational education funding), the colleges were also declared to be a part of the state's public school system, and thus were required to remain tuition-free. The master plan firmly established the principle of universal access to public higher education for all the citizens of the state, and recommended that the junior colleges provide open access for any student 18 years of age or over who could benefit from the instruction provided. At the same time, the plan also recommended higher admission standards for the university and state colleges, as well as upper division/lower division ratios designed to divert up to 50,000 students to the junior colleges by 1975. The university, said the plan, should select its students from among the top one-eighth of high school graduates, and the state colleges from among the top one-third.

Although the master plan recommended keeping the colleges' local orientation, with locally elected boards of trustees, the State Board of Education continued to prescribe minimum standards for junior college district formation and operation and to exercise general supervision of the colleges. Students were expected to attend the junior college in whose district they (or their parents) resided, an expectation which was only recently deleted by enactment of a free-flow provision, allowing students to attend the college of their choice. Students could, however, attend college in another district, if the district of attendance agreed.

The Donohoe Act also simplified the mission statement of the junior colleges: providing instruction up to, but not beyond, the fourteenth grade level, general or liberal arts education, transfer education, and vocational-technical instruction leading to employment. Those few four-year colleges still operating two-year programs were required by the act to phase them out by 1964.

Recent History (1967-1988)

In 1967, with enrollments at 610,000 and still growing, California agreed to provide approximately half the funding for all new junior college construction. In order for the colleges to have a say in establishing construction and facilities use standards and in the review and approval process, it became necessary for local college presidents and boards, who had previously strongly opposed creation of a separate state agency for the two-year colleges, to finally agree on creation of a new state board. The Stiern Act of 1967 created the Board of Governors of the California Junior Colleges and the Office of the Chancellor, a move designed to complete the administrative separation of the colleges from the K-12 system. The Board of Governors was created as a coordinating a body, not as an administrative or managerial agency, in order to protect the important principles of local autonomy, control, and responsiveness to local needs. Two years later, the legislature found it necessary to lay out in statute provisions delineating the functions of the state board *vis a vis* those of local boards.

The college developed rapidly into comprehensive community education centers. They established faculty senates, both locally and statewide; institutionalized student services, counseling and outreach programs; and became characterized by their ability to respond quickly to the needs of their local communities. By the end of the 1970s, there were 102 colleges in seventy districts, and the legislature had officially changed their names to community colleges in recognition of their more comprehensive roles.

Collective bargaining was authorized by the legislature in 1974, and bargaining units were formed in most districts, with separate units for faculty and staff. In 1978, the voters of the state approved Proposition 13, eliminating the ability of local governing boards to levy taxes, and college budgets were reduced by seven percent. Previously receiving approximately one-third of their financial support from the state and two-thirds from local property tax revenues, the colleges suddenly found themselves receiving two-thirds of their funding from the state, which just as suddenly began to take a keen interest in the fiscal operations, policies, and programs of the colleges. In 1981-1982, the legislature reduced college apportionments by $30 million and required the elimination of public tax support for avocational, recreational, and personal interest courses. The governor reduced college funding by $108 million in 1983, demanding that, for the first time in history, community college students be required to pay tuition. After a year-long fight, the legislature adopted a $50 fee to be charged any student enrolling for six units or more.

Legislative and Other Reviews

The student unrest which had begun at Berkeley in the mid-1960s resulted in the first review of California's higher eduction done entirely by the legislature. A joint legislative committee on the master plan for higher education spent two years examining the state's tripartite system and reviewing the 1960 Master Plan. In 1973, the committee reaffirmed the master plan and strengthened the state's commitment to provide higher education opportunities for every student willing and able to benefit from the instruction. The committee also recommended goals to be met by 1980 for matching student populations to the demographic characteristics of the state's general population. In 1973 the junior colleges were closest to meeting those goals, but only 18 percent of their students came from minority backgrounds (minorities then comprised 23 percent of the state's total population).

A growing awareness at both national and state levels that our education systems were not functioning as intended led the California legislature in 1984 to call for another review of the Master Plan for Higher Education. The transfer rate from community colleges to four-year institutions, for example, partially reflecting the changing nature of student enrollments and objectives, had fallen to less than 10 percent of total enrollments, far below the 60 percent rate envisioned in the 1960 Master Plan.

The legislature created both a commission for the review of the master plan for higher education and a new joint legislative committee on the review of the master plan for higher education. The 16 commission members included four appointed by the governor, three each by the Senate and the Assembly, the superintendent of public instruction, and five members each of whom represented one segment of California education, including the private non-profit institutions and the California Postsecondary Education Commission.

The commission was instructed to give its first and highest priority to a reassessment of the mission of the community colleges. After a year of extensive public hearings, study and discussion, the commission made 67 recommendations for change. In its deliberations, the commission made the point, for the first time, that merely insuring access to higher education was not enough. Improving the probability of success for every student was identified as equally important. To do this, the commission endorsed a mandatory assessment, counseling, placement, and follow-up program, together with provision of clearly defined academic standards, including minimum academic skill levels, and remedial programs to help students succeed.

The commission also made recommendations clarifying the roles of local governing boards *vis a vis* the state board of governors; significantly strengthening the state board's roles in planning, establishing minimum standards for college operations and for college district formation; eliminating the cumbersome teacher credentialing process (a holdover from the K-12 system); lengthening from two to four years the probationary period required prior to tenure for faculty members; and implementing a new funding system which for the first time recognized that community colleges have different organizational structures and functions, with financial needs different from those of the elementary and secondary school system.

Reviewing the work of the commission, the Joint Legislative Committee agreed, and incorporated many of the commission's recommendations into its own legislative proposals. After more than three years of study and discussion, public hearings, deliberation, consultation, and negotiation involving local and state administrators and governing boards, community college organizations, both political parties, the governor and the legislature, AB 1725, informally labeled the Community College Reform Act of 1988, was finally passed just three hours before the legislature adjourned its 1987-88 session. The bill provides for special funding of more than $140 million by 1990 to carry out the changes it contains.

GOVERNANCE

State Level Board

The Board of Governors of the California Community Colleges was created by the legislature through the Stiern Act in 1967. Its 15 members were appointed by the governor, with the consent of the state senate, and the board first convened in 1968. In 1978, one seat was designated for a voting student member whose term is one year; in 1983, another seat was designated for a faculty representative, whose term is two years, and who is nominated by the state academic senate.

Effective January 1, 1990, the board will consist of 16 members. Thirteen will be appointed to staggered six-year terms by the governor, with the advice and consent of two-thirds of the state senate; two of the 13 are required to be current or former elected members of local governing boards. The board will also include one currently-enrolled community college student, appointed by the governor for a one-year term; and two tenured community college faculty members, appointed by the governor from a list submitted by the state academic senate for staggered two-year terms.

Board officers include a president and vice president, elected each year; representatives are elected each year to the California Postsecondary Education Commission and to the Joint Advisory Policy Council which recommends allocation of federal vocational education funds between the K-12 system and the colleges.

The board is directed by statute to maintain, to the maximum degree possible, local authority and control; to provide general supervision for the colleges; and to establish minimum standards for (1) graduation requirements and probation, dismissal and readmission policies, (2) employment of academic and administrative staff, (3) formation of community colleges and districts, (4) credit and noncredit classes, and (5) procedures to assure effective participation in local governance by faculty, staff and students, and to ensure local academic senates' responsibility for making recommendations in the areas of curriculum and academic standards.

The board is also mandated to develop and implement a comprehensive education and fiscal accountability system, phased in with a management information system; evaluate the effectiveness of local districts and issue annual reports; assist local districts which encounter severe management difficulties; conduct systemwide research and provide information services; provide representation, advocacy and accountability at state and federal levels; annually prepare and adopt a proposed budget and allocation plan for the colleges, submitting it to the department of finance; establish space and facilities utilization standards; together with the University of California regents and the trustees of the state university system, develop a common core curriculum in general education for transfer purposes; facilitate articulation of programs and services both within the system and with other segments of education; and review and approve all new educational programs offered by community college districts.

To facilitate carrying out its mandates, the board has full authority to adopt necessary rules and regulations, and may delegate its powers to the chancellor. The board is also required to formally consult with institutional representatives of the districts as well as with community college organizations and interested individuals to ensure their participation in policy development and review. The board meets six times each year, usually in two-day sessions, although its committees may meet more often.

State Department (designated as The Chancellor's Office)

To carry out its responsibilities, the board of governors appoints a chancellor, who maintains an office and staff of about 215, employed and classified under the state's civil service system. Effective January 1, 1989, up to six deputy and vice chancellors will be appointed, exempt from the civil service. The chancellor is responsible for developing all board agendas, for carrying out the board's instructions and for developing and overseeing the large body of regulations necessary to implement state law.

Local Governing Boards

Reflecting their ancestry in the public school system, the California community colleges are organized into 71 separate and autonomous districts. Each has its own local governing board consisting of either five or seven members elected to four-year terms, responsible for establishing, maintaining and operating one or more community colleges within the district. Until 1978, local boards could levy taxes to fund both operating and capital costs; Proposition 13 removed that ability. Today, they are authorized to initiate and carry on any program or activity not in conflict or inconsistent with state law or the purposes for which community colleges are established.

Local boards employ their own chief executive officers and staffs; engage in collective bargaining activities with appropriate bargaining units of their employees; develop academic and facilities plans for college or colleges within their districts; establish policies for and approve new programs and courses of instruction, submitting them to the State Board of Governors for final approval; determine and control the district's operational and capital budgets; hold, convey, manage and control district property; and receive and administer gifts, grants and scholarships. Boards have full authority to adopt rules and regulations, within minimum standards, guidelines and regulations established by the state board of governors.

FISCAL

Funding Sources and Percentage Share of Each

In fiscal 1986-87, California community colleges received approximately $1.3 billion, or 61.2 percent of their total revenues from the state; $749.3 million, or 35.1 percent from local sources, including property taxes and student fees; $72.8 million, or 3.4 percent from federal funds; and $6.8 million, or .3 percent from other sources. Prior to 1978, the proportion of state to local funds was just the opposite, with state support varying from a low of 22.5 percent in 1959-60 to a high of 42.9 percent in 1974-75. The Master Plan for Higher Education in 1960 recommended a 45-55 state-local split by 1975, but that ratio was never fully realized. After the 1978 passage of Proposition 13, which froze local property tax rates for all purposes, the legislature attempted to replace funds lost through elimination of local boards' ability to set their own tax rates. State support rose as high as 69 percent in 1979-80. However, because community college revenues continued to include revenues from local property taxes, and property values have continued to rise, the ratio of state-to-local revenue has moved slowly and steadily downward from that peak.

Funding Methods or Formulae

State support for individual districts varies greatly from the 1986-87 statewide average of 63.5 percent: from a low of 9 percent for the district with the highest assessed property values per unit of average daily attendance (ADA) to a high of nearly 90 percent for the poorest district. Each district's annual revenue entitlement is calculated on a base amount per unit of ADA - the state support received for the preceding year - adjusted for the budget year using an inflation index, plus an amount added for growth or reduced for decline in credit attendance at a marginal rate of two-thirds per ADA, plus an equalization adjustment meant to bring districts closer together in the total amount they receive per ADA. Noncredit courses in nine specified adult education categories, funded by the state because they are in the state's interest, receive only a base rate; roughly half the credit rate annually adjusted for inflation. In addition, each district received categorical aid for specific purposes, including extended opportunity programs and services, handicapped students programs and services, student financial aid, academic senate support, instructional improvement and innovation, and others.

The newly-enacted AB 1725 calls for the board of governors to establish a new, five-category allocation plan - program-based funding - beginning with the budget request for 1991-92. This and other changes will not only alter the method for determining annual funding for the community colleges, but will also remove the formulas from state statutes, where funding has been constantly subject to political pressures. (During a recent ten-year period, community college financing was substantively changed eight times, prompting the Senate Office of Research in 1984 to write, "Community college finance policy over the past ten years can only be characterized as chaotic."[1])

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1. California State Senate Office of Research. (1988). *The Neglected Branch - California Community Colleges*.. Sacramento, CA.

Standard Tuition and Fee Charges or Ranges

California residents pay a mandatory fee of $5 per credit unit, up to a maximum of $50 per semester. Nonresident students are required to pay tuition equal to the full cost of instruction of the district in which they enroll; the state average for 1986-87 was $2,535. California residents receiving welfare benefits are exempt from the fee; full-time California students receiving financial aid may receive a special grant to offset all or part of the fee. Students dropping courses are required to pay $10 per course after the first two weeks of the term, up to a maximum of $20. Until 1984, the colleges were tuition-free, but local districts were authorized to charge ten different permissive fees for such things as health services and instructional materials; permissive fees were eliminated when the $50 fee was enacted.

PROGRAMS

Approval Process

The State Board of Governors is directed by law to establish minimum standards for credit courses which must be followed by local colleges and districts. New degree or certificate programs and individual courses not part of programs must be approved by the state chancellor's office. On academic and professional matters, statutes give the statewide academic senate authority to advise the State Board of Governors, and local senates the authority to advise their governing boards.

Types

California community colleges offer a broad spectrum of education, generally divided into instructional and community services programs. Instructional programs include both noncredit courses and credit courses for transfer to four-year institutions and for associate (AA and AS) degrees; technical, occupational and vocational courses and programs, including both two-year degrees and one-year certificates;

apprenticeship; programs and services for handicapped (90 percent of all handicapped postsecondary students in California are enrolled in community colleges); and extended opportunity programs and services (EOPS) for students with economic, language or social disadvantages.

Many colleges also contract with local business and industry to provide on-site or on-campus courses; engage in joint activities with private industry councils, JTPA and other federally funded job-related programs; and in other community-related activities. By agreement with their local high schools, some colleges offer all adult education within their communities; others offer no adult noncredit courses. Community services programs include classes and activities such as lectures, concerts, and other noncredit avocational, recreational and personal development activities.

The most popular fields of credit instruction are fine and applied arts, business and management, engineering-related technologies, English and communication, and math. About one-third of California community college students enroll in vocational, technical and occupational programs, mostly in business, office and data processing courses and in trade and industrial occupational programs. Half of those enrolling in degree and transfer programs also enroll in one or more vocational courses. Reflecting the health of the state's economy and the enormous diversity of its communities, the community colleges offer nearly 350 occupational specialities, ranging from timber management and horse-shoeing to health sciences, computer assisted design and manufacture, electron microscopy, laser technology, bio-medical instrumentation and robotics.

Approximately 60,000 students transfer annually from community colleges to four-year institutions, both in- and out-of-state. In addition, the California community colleges receive an unusual number of reverse transfers; nearly 38,000 students returned in fall 1987 from four-year institutions to community colleges, many after completing their baccalaureate work.

All California community colleges are accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Programs such as nursing are also approved their specific accrediting bodies.

Diploma and Degree Requirements

State law sets the minimum requirement for graduation from a community college at 60 credit hours, and requires an associate degree to be awarded any student who successfully completes the prescribed course of study while maintaining the requisite grade-point average. The State Board of Governors, together with the academic senate and representatives of the University of California and the California State University System, are jointly developing a common core curriculum in general education for the purposes of transfer. When implemented, any person completing the core curriculum at a community college will be deemed to have completed all lower division general education requirements for the two senior systems. These activities have come from efforts to strengthen academic degrees generally, and to facilitate the transfer process for students. In strengthening the associate degree, the Board of Governors will develop minimum standards to be implemented in all local districts.

ENROLLMENT AND FULL-TIME EQUIVALENCE

California community colleges currently receive funding based on units of average daily attendance, or ADA. A vestige of the colleges' roots in the K-12 system, the ADA system of counting enrollments and determining workload will be changed in 1991-92 to the more commonly used full-time equivalent (FTE). Initially intended to provide an actual attendance count, ADA is determined at by averaging total enrollment credit hours at two points in each semester (census periods), and multiplying this by .911 - a factor believed to represent the difference between enrollment and actual attendance. The product is divided by 525, the number of class hours for one student taking five, three-unit courses over a fifteen-week semester. Thus total credit headcount enrollment of 1,052,442 in fall 1986 translated into 614,729 credit ADA.

Patterns by Programs

As is typical elsewhere in higher education, California community college enrollments have shifted considerably from the early 1960s to the 1980s, from the humanities, arts, mathematics and sciences to vocational, technical and occupational fields. From 1963 to 1982, for example, enrollment in courses classified as occupational education increased from 28 to 38 percent of total credit enrollments, while mathematics decreased from 16 to 13 percent, social sciences decreased from 22 to 16 percent, and humanities decreased from 25 to 21 percent. Approximately 46 percent of all course work is taken in transferable liberal arts and sciences courses; 33 percent in occupational education; 8 percent in remedial education; 7 percent in nontransferable general education; and 5 percent in community or continuing education.

Historical Trends

Growing steadily throughout their 78-year history, California community colleges saw very rapid increases in enrollment from the end of World War II through the early 1970s. State fiscal policies that encouraged growth, an economic recession, and veterans accounted for sharp increases in 1973-75, especially in part-time students. In 1976, enrollment declined for the first time since World War II, as jobs became plentiful in an expanding, heated-up economy and the number of high school graduates began to decline at the same time. The 1970s saw a surge in female enrollment, a shift from evening to day classes, and a rise in the number of students taking only noncredit courses.

The decade between 1973 and 1983 was one of extremes and instability. Cuts in state support, passage of Proposition 13, state dissatisfaction with local priorities, political controversy over whether to charge tuition, and economic recession and boom all contributed to a see-sawing of enrollments. Total enrollment passed one million for the first time in 1973-74; it grew to 1,322,739 by 1977-78, then dipped to 1,159,819 the following year. Growth began again immediately and enrollments hit an all-time peak of 1,430,711 in 1981-82, dropping sharply to 1,180,365 in 1985-86; enrollments are climbing again, reaching 1,264,409 in fall 1987.

Full-time enrollment increased by 3.7 percent in fall, 1987 over fall, 1986, attributed in part to an increase in the number of high school graduates for the first time in nearly a decade. Full-time students now comprise 21.8 percent of all community college enrollment, the lowest proportion since 1981, when they accounted for 21 percent of the total student body; 33 percent of all students are from minority groups.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Chancellor's Office
California Community Colleges
1107 - 9th Street
Sacramento,CA 95814
TELEPHONE: (916) 445-8752

REFERENCES

Material in this document is taken largely, and in some cases verbatim, from the following documents:

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Produced in the Federal Liaison Office
CALIFORNIA COMMUNITY COLLEGES
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COLORADO

by

CAROL R. VAN LEW
System Policy Specialist
for
Jerome F. Wartgow, President
Colorado Community College and Occupational System

SUMMARY

The legal title of the system is the State Board of Community Colleges and Occupational Education. The administrative agency of the board is known as the Colorado Community College and Occupational Education System.

The system encompasses 11 state system community colleges, four local district colleges, and seven legislated area vocational schools. The board governs the 11 state system colleges. In addition, the board, through the system, regulates and administers vocational education funds distributed to the local district colleges, the legislated area vocational funds, and the public secondary institutions using vocational funds.

The Colorado General Assembly in the Community College and Occupational Education Act of 1967 charged the state board, ". . . to develop and establish state policy for occupational education and to govern the state system of community colleges . . . The board shall assure a system of two-year program delivery throughout the state coordinated, where appropriate, with the local district colleges." The 1967 Act also, " . . . provided for the establishment of local councils to advise the board on the operation of individual community colleges from a local perspective:

> The function of the two-year college system is to conduct occupational, technical, and community service programs with no term limitations and general education, including college transfer programs with unrestricted admissions. It is further the intent of this article to develop appropriate occupational education and adult education programs in the elementary and secondary schools of the state permitting local school districts already having vocational schools to continue to operate them, and to develop work study and on-the-job training programs designed to acquaint youth with the world of work and to train and retrain youth and adults for employment. The General Assembly intends that state agencies concerned with occupational education programs, available to the people of Colorado at all education levels.

The statutory goal and mission of the system are defined as follows:

> There is hereby established a state system of community and technical colleges which shall be under the management and jurisdiction of the State Board for Community Colleges and Occupational Education. Each college shall be a two-year institution offering a broad range of general, personal, vocational, and technical education programs. No college shall impose admission requirements upon any student. The objects of the community and technical colleges shall be to

provide educational programs to fill the occupational needs of youth and adults in technical and vocational fields, provide two-year transfer education programs to qualify students for admission to the junior year at other colleges and universities, and to provide a broad range of programs of personal and vocational education for adults.

HISTORY

The state board was created in 1967. The administrative agency existed with two separate divisions, the Division of Community Colleges and the Division of Occupational Education, until 1986. At that time the existing board was abolished by legislative fiat and a new board was constituted with different criteria for membership. The new board restructured the agency into an integrated system under which there is a Division of Educational Services and a Division of Administration. Each division administers the governing function over the state system community colleges as well as the occupational education regulatory functions.

GOVERNANCE

The board consists of nine members who are appointed for staggered four-year terms by the governor with the consent of the senate. No more than five appointed members at any time may be members of any one political party. and each congressional district shall have at least one member of the board. No appointed member may be employed by any junior college, community or technical college, state or private institution of higher education, school district or agency receiving vocational funds allocated by the state board. No appointed member of the state board shall be an official of the governing board of any state-supported institution of higher education, or an elected or appointed official of the state of Colorado.

Two advisory members to the state board are elected annually by and from their respective groups of students and faculty of state-system colleges.

Duties of the state board with respect to the state system and local district colleges are prescribed by statute as follows:

Duties of Board with Respect to State System
(1) With respect to the community and technical colleges within the state system, the board has the authority, responsibility, rights, privileges, powers, and duties customarily exercised by the governing boards of institutions of higher education including the following:

(a) To recommend to the Commission on Higher Education and the general assembly the location and priorities for establishment of new community and technical colleges;

(b) To construct, lease, or otherwise provide facilities needed for the community and technical colleges as authorized by the general assembly, to issue, in the name of the board, revenue bonds and other revenue obligations, in the manner and for the purposes, subject to the provisions provided by law for state education institutions under Article 5 of this Title or for junior college districts, and to refund, in the name of the board, revenue bonds and other revenue obligations transferred to the board or incurred by the board as provided in this article; such refunding to be undertaken pursuant to Article 54 of Title 11, Colorado Revised Statutes, 1973;

(c) To fix the tuition and fees to be charged in the community and technical colleges. The board shall fix tuition in accordance with the level of appropriations set by the general assembly for such institutions;

(d) To appoint the chief administrative officer of each community and technical college;

(e) To recommend and review proposals for the establishment of curricula and for major changes in curriculum, subject only to the review function of the Commission on Higher Education relating to formal academic programs;

(f) To define the requirements of appropriate degrees and certificates and to authorize the award thereof in the community and technical colleges subject only to the review function of the Commission on Higher Education relating to formal academic programs;

(g) To develop a plan with the governing boards of baccalaureate degree granting universities and colleges of the state which will assure maximum freedom of transfer of students between local junior colleges and community and technical colleges under the direct control of the Board and such universities and colleges;

(h) To receive, review, and transmit with recommendations to the Commission on Higher Education and the general assembly both operating and capital budget requests of the community and technical colleges;

(i) To plan, in cooperation with other state agencies, the allocation of federal funds for instructional programs and student services, including funds for vocational and technical education and retraining;

(j) To determine policies pertaining to the community and technical colleges, subject only to the functions and powers assigned by law to the Commission on Higher Education relating to formal academic programs;

(k) To control the direction of funds and appropriations to the colleges in the system;

(l) To receive, demand, and hold for the uses and purposes of the colleges in the system, such monies, lands, or other properties as may be donated, devised, leased, or conveyed, and to apply the same in such manner as will serve best the objects and interests of the colleges in the system.

(m) To develop and implement, in coordination with four-year institutions and under the direction of the Colorado Commission on Higher Education, a core transfer program for students wishing to obtain a baccalaureate degree after transferring out of the state system to a four-year institution, which program shall be implemented within the state system by September 15, 1987.

Duties of Board with Respect to Local Junior Colleges

(1) With respect to local junior colleges operating under the provisions of Articles 70 to 72 of Title 22, Colorado Revised Statutes, 1973, the board shall:

(a) Exercise all powers and perform all duties vested prior to July 1, 1967, in the State Board of Education or in the commissioner of education with respect to local junior colleges;

(b) Review and make recommendations concerning requests by any local junior college for appropriations for capital construction before such requests are submitted to the Commission on Higher Education and the general assembly; and

(c) Provide such junior colleges with such technical assistance as they may request.

FISCAL

State operational support for two-year state system colleges, local district colleges and area vocational schools is based on full-time-equivalent (FTE) enrollment, where one FTE is calculated by dividing the number of eligible semester hours generated annually by 30, or the number of annual quarter hours by 45. The General Assembly sets the support level per FTE student each year, and the State Board sets tuition for each year.

In the fall of 1985, Colorado State System Community Colleges enrolled a total of 30,525 headcount students. Total FTE enrollment for the 1985-86 fiscal year was 19,696. Legislative appropriations for state system community colleges in 1985-86 of $43,042,645, when combined with $17,940,020 in augmenting revenues, produced total expenditures of $60,017,207.

PROGRAMS

Types of Degrees

Associate of Arts (A.A.)
Associate of Science (A.S.)
Associate of General Studies (A.G.S.)

(1) Each college can offer one degree in each of the above with areas of emphasis in A.A. and A.S. degree programs.

(2) Community colleges adhere to CCHE's "Policy and General Procedures for State Level Review of Proposals for New Academic Degree Programs . . . "

(3) Colleges must submit a letter of intent to CCHE prior to submitting a proposal.

(4) SBCCOE takes action on all State System Community College degrees and forwards them to CCHE for final approval prior to implementation.

(5) For local district colleges, SBCCOE, in its coordinating role, recommends approval to CCHE, CCHE has ultimate approval authority prior to implementation of degree.

(6) Once CCHE receives the proposal, action is to be taken within 120 days, with option of 40 day extension for approval, if needed.

(7) All state system community colleges have approval of A.A., A.S., and A.G.S degree.

Associate of Applied Science (A.A.S.)

(1) Each college offers a number of A.A.S. programs based on specific occupational needs.

(2) All colleges, state system and local districts, adhere to the CCHE/SBCCOOE agreement (February, 1985) regarding approval of A.A.S. degrees.

(3) The SBCCOE staff (Occupational Education and Community College Division) has developed an internal process for review and approval of A.A.S. degrees.

(4) SBCCOE takes action on all state system community college A.A.S. degrees and forwards them to CCHE; the CCHE Executive Director has final approval authority prior to implementation.

(5) For local district colleges, SBCCOOE, in its coordinating role, recommends approval to the CCHE Executive Director; and, the CCHE Executive Director has final approval authority prior to implementation.

Types of Associate Degrees

(1) Associate of Arts (A.A.)

Intended to prepare students for transfer to four-year institutions.

Requires 30 semester hours (45 quarter hours) of general education courses.

Students' emphasis of study is in arts, communication, and/or social sciences.

(2) Associate of Science (A.S.)

Intended to prepare students for transfer to four-year institutions.

Requires 30 semester hours (45 quarter hours) of general education courses.

Students' emphasis of study is in science or mathematics.

(3) Associate of General Studies (A.G.S.)

Provides a broad program of courses without constraints of specialization.

Requires 16 semester hours (24 quarter hours) of general education courses.

Not intended for transfer; however, some courses may be accepted by four-year institutions.

(4) Associate of Applied Science (A.A.S.)

Prepares students for entry-level employment or for upgrading or retraining.

Requires 12 semester hours (18 quarter hours) of general education based on BP9-40 requirements.

Not intended for transfer; however, some courses may be accepted by four-year institutions.

FOR ADDITIONAL INFORMATION CALL OR WRITE

President
Community College and Occupational Education System
Colorado State Board For Community Colleges
and Occupational Education
1391 North Speer Blvd. Suite 600
Denver, Colorado 80204-2554
TELEPHONE: (303) 620-4000

CONNECTICUT

by

TERRENCE A. TOLLEFSON

SUMMARY

The Connecticut State Technical College System, according to information provided by the office of its executive director, (Libby, 1988) is presently comprised of five state technical colleges strategically located throughout the state: Greater New Haven (North Haven), Hartford, Norwalk, Thames Valley (Norwich, and Waterbury. The state technical colleges are generally located within the major population centers of the state and were established to prepare men and women for present and future employment, to consider their role as responsible citizens, and to meet the postsecondary educational needs of the state in the areas of technical, occupational, vocational, and continuing education as they apply to the business and industrial community.

In meeting the specific and general educational needs of the business and industry of the state, each college offers full-time, part-time, and continuing education programs at either the main campus or at other sites authorized by the board.

The educational programs take into consideration the varied employment needs and demands of the state, as well as the diversity of the state's population.

The programs are based upon the integration of theoretical and applied mathematics, basic science, and applied science, as well as communication skills.

The state technical colleges operate with the recognition that academic freedom will be respected, and the tenets of collegiality will be observed. The technical college system and each college within the system are committed to outreach, equal opportunity, equal access to educational opportunities, and affirmative action programs.

HISTORY

The first institution in what has become the Connecticut State Technical College System was the Connecticut Engineering Institute, which opened in Hartford in 1946 with a class of 22 students.

It was renamed Hartford State Technical College in 1955. In the ensuing decade, additional buildings and technical colleges were erected in Hartford, Norwalk, Norwich, and Waterbury. The present system of state technical colleges includes Greater New Haven State Technical College, Hartford State Technical College, Norwalk State Technical College, Thames Valley State Technical College, and Waterbury State Technical College.

GOVERNANCE

The Board of Trustees of the State Technical Colleges is appointed by the governor of the state, is authorized and responsible for determining policy and for promulgating rules and regulations appropriate to the operation of the system in accordance with statewide policy and guidelines established by the Board of Governors for Higher Education.

The Board of Trustees consists of 14 members appointed by the governor with minority representation and one member to be a graduate and two members elected by the student body. Members serve staggered terms of either four or six years.

The Board of Governors for Higher Education, created in 1982 by the Connecticut General Assembly, is the statewide planning agency for Connecticut's colleges and universities. The Board of Governors consists of 11 members, seven of whom are appointed by the governor, with the remaining four appointed by the legislative leaders of the party opposite that of the governor.

FISCAL

The funding sources and percentages for the 1985-86 fiscal year were as follows:

General Fund	69%
Educational Extension Fund	12%
Tuition Fund	9%
Auxiliary Services Fund	6%
Federal/Private Resources	4%

Funding is by current base plus numerical increments. Also, a formula is available for personal services in the instruction, library and physical plant areas.

Tuition for the 1986-87 year was $750 for 12 credits or more for three terms for in-state students and $2,460 for 12 credits or more for three terms for out-of-state students. Fees were $87 annually for full-time students and $42 annually for part-time students. There was also a $10 application fee and a $20 graduation fee.

PROGRAMS

Programs are approved by the Board of Trustees of the state technical colleges, and by the Board of Governors for Higher Education. Each state technical college is expected by the board of trustees to be a center for excellence in one or more program fields.

The state technical colleges offer quality postsecondary educational programs to men and women on a full- or part-time basis, to both state residents and non-residents. Educational programs may lead to an associate in science degree, associate in applied science degree, and to other appropriate degrees. Educational programs may also lead to a certificate, provide career, occupational, vocational or technical skills, skills upgrading or retraining or continuing education, and provide transfer credit applicable to higher degree programs. Implicit in the provision of educational services are the associated support areas and equipment which include, but are not limited to: libraries, learning centers, laboratories, athletics, counseling, citizenship, alumni relations, and placement activities.

The instructional responsibilities of the State Technical College System include but are not limited to:

1. Providing college-level associate degree programs, that give students a sound knowledge of the principles of basic science and technology with emphasis on engineering, especially the methodology to be employed to achieve practical results;

2. Providing college-level associate degree and/or certificate programs in computer systems, data processing, system analysis, and allied information technologies. Students receive experience with major programming languages in a modern computer environment, a sound base of applied mathematics, accounting and business management principles, analytic techniques, and principles of computer science;

3. Providing college-level associate degree and/or certificate programs in technical areas such as architecture, chemical, and fire technology. Students receive an appropriate educational mix of traditional classroom and laboratory experience;

4. Providing appropriate college-level courses and degree programs necessary to meet the educational demands of emerging technologies;

5. Providing college-level course clusters of academic experience in:
   a. Mathematics, science, and engineering principles that serve as the intellectual foundation for all academic programs offered by the college. These theoretical principles also provide an intellectual base of knowledge that may facilitate transfer to, or continuation in, higher degree programs in such fields as engineering, the sciences, engineering technology, or information processing;

   b. Humanities, psychology, management, and history to assist students in becoming technicians and responsible citizens through an appreciation of our society, culture, communications, and human relations;

6. Providing postsecondary certificate programs for students seeking employment as entry-level technicians, engineering technicians or supervisors, and advanced-level certificate programs that build upon attained employment levels and educational experience;

7. Providing academic and continuing educational programs for:
   a. Individuals who want to upgrade their basic technical skills and improve their knowledge and abilities in applied sciences, the fields of engineering technology, management, and data and information processing;

   b. Individuals needing college level courses and programs necessary to meet the changing technology demands of business and industry, to facilitate job growth and advancement in the fields of engineering technology, management, and information use, processing and distribution;

   c. Individuals who want to obtain job re-entry skills or who are displaced workers seeking retraining;

   d. The non-traditional and minority student populations;

   e. Business and industrial concerns by offering highly specialized programs and workshops for their employees;

8. Providing for the special needs of inadequately prepared students with college preparatory, pre-technical, and prerequisite course work designed to prepare them to complete a degree/certificate program;

9. Providing educational interaction with local secondary and proprietary schools as well as local service organization such as urban leagues, PIC, chambers of commerce, manufacturing associations;

10. Providing programs in conjunction, coordination, or cooperation with other appropriate institutions of higher education.

Research

The state technical college system is primarily recognized as a teaching system, however, it is responsible for the conduct of such applied research efforts as are appropriate to sustain and enhance the academic integrity of the system and to support the needs of the state.

Public Service

The state technical colleges provide such public services and programs as are deemed appropriate to the regional demands of each college. Public service includes but is not limited to:

1. Providing innovative education and technical assistance to the population served by each college;

2. Sharing of physical facilities appropriate for community activities as authorized by the state;

3. Providing non-credit technical education, workshops and seminars designed to increase the general and/or technical knowledge of the residents in each college's service area;

4. Providing technical assistance to industry, state and local agencies, departments and committees within the region of each college;

5. Providing information to the public and industry as to the nature of technical education and the responsibilities of technicians, data and information processors.

ENROLLMENT

1. Definitions. Students at the state technical colleges are divided into two groups. Day students (called tuition fund students) are generally, but not always, full-time students. Evening division students are enrolled in courses which are offered outside normal day division hours, and are composed primarily of part-time students. Evening division (called extension or continuing education at many colleges) includes programs leading to certificates and two-year degrees, as well as special short-term courses which are often taught off-campus at the request of industry.

Full-time equivalent students are calculated the same for both divisions. Student full-time equivalent is derived by dividing the total credit hours taken by all students in the system by 15.

2. Patterns by programs. Three associate degree programs account for over half the total enrollment, with only minor differences in distribution between day and evening students. One-fourth of all students chose electrical engineering, 17 percent chose data processing, and 13 percent chose mechanical engineering. In addition, nearly seven percent of all students have not chosen a technology to major in, and 10 percent of all day students are enrolled in the pre-technical program.

3. Historical trends. It is impossible to compare FTE enrollment historically prior to 1978, when a new calculation methodology was introduced. The system enrolled 4,275 FTE students in Fall, 1978, compared to 4,075 in Fall, 1985. Enrollment reached a peak in Fall, 1983, with 5,690 FTE students. Considerable strides have been made in increasing enrollments of women, who comprised just over five percent of the students in 1968, and reached one-quarter of the student body by the 1980s. Minorities account for approximately five percent of current students.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Executive Director
Board of Trustees for State Technical Colleges
61 Woodland Street
Hartford, Connecticut 06105
TELEPHONE: (203) 566-3976

REFERENCES

Libby, Richard. Board of Trustees for State Technical Colleges. 1988. All information in this chapter was obtained from materials provided by the executive director's office.

DELAWARE

by

JOHN R. KOTULA
President, Delaware Technical and Community College

SUMMARY

Delaware Technical and Community College is a statewide institution of higher education, providing academic, technical, and continuing education opportunities to every resident of Delaware at four conveniently located campuses. Associate in applied science degrees are granted upon successful completion of two-year curricula. A diploma or a certificate is granted for a variety of training programs available at each campus.

The Southern Campus, Stanton Campus, Terry Campus, and the Wilmington Campus are fully accredited by the Commission on Higher Education, Middle States Association of Colleges and Schools.

The college was created to provide an open-door, two-year, comprehensive program of education and training beyond the high school. Its purpose is to help students develop their potential in semiprofessional and occupational areas and, by so doing, help the community expand its economic base and upgrade its employment force. The curricula of the college focus primarily on courses that match employment opportunities in commerce, industry, and government. Admission to any branch of the college is open to all Delaware residents with a high school education or its equivalent who can benefit from the courses offered.

While the college curricula are strongly job-oriented, they are not limited by strict career boundaries. General educational programs are offered to help students develop the broader responsibilities of citizenship, and course offerings are available to students preparing themselves for transfer to four-year colleges and universities.

Nor are the courses of instruction pointed only toward young men and women in a position to attend school full time. The college is committed to a broad span of day and evening programs for those who wish to expand and upgrade their present job skills.

HISTORY

The Delaware General Assembly created Delaware Technical & Community College in 1966, when it approved House Bill 529, signed into law by Governor Charles L. Terry, Jr. A board of trustees was appointed to oversee development of the statewide institution. The board chairman was E. Hall Downes. Members were William A. Carter, Edward W. Comings, William C. Kay, Clement J. Lemon, John H. Long, and Charles L. Simms. The board was charged with the responsibility of creating a system of two-year community college campuses near the homes of students, with minimum tuition and fees, and offering sound programs of general education and diverse technical instruction. The first task of the board was locating, building, and staffing campuses for the benefit of Delaware citizens. In 1967, the board engaged Paul K. Weatherly as the executive director and with vision, dedication, and support, the plan for the present four-campus college was developed. While the plan called for four campuses separated according to geographic area and administrative autonomy, they were unified in terms of the objectives of the entire college system.

The objectives of the college, as determined by the original board of trustees, are to: (1) provide for the constantly changing educational needs for a constantly changing community, (2) provide curriculum closely related to the economic and professional realities of the community, (3) develop a comprehensive community college with strong emphasis on occupational-technical skills and knowledge, (4) insure that individuals of all ability levels have access to all programs, (5) establish the dollege's identity as a significant member of the community, (6) develop the individual's ability to contribute to the enrichment of the economic base of the community, (7) promote interdisciplinary mix to facilitate student reactions and changing interests, (8) establish in the minds of the community that the college belongs to them, (9) develop a strong guidance system; direct the student to realistic, useable educational goals, and (10) develop strong emphasis on attitude and motivation training.

During the administration of Paul K. Weatherly (1967-1978), the sites for the four campuses were selected, buildings were constructed and programs were begun. All campuses received accreditation by the Commission on Higher Education, Middle States Association of Colleges and Schools.

On July 1, 1978, Dr. John R. Kotula was appointed college president to succeed retiring President Weatherly. Dr. Kotula was one of the first employees of the college in 1967 and held a wide variety of positions within the college before assuming the presidency in 1978.

Under Dr. Kotula's leadership, the college has emphasized planning, and organizational and management strategies to ensure that the college continues to meet the objectives as set forth by the trustees. A three-year plan, updated annually, contains specific objectives for each unit of the college and is deemed significant enough to warrant the attention and talent of everyone in the college. During Dr. Kotula's administration, the college has allocated a greater emphasis to industrial training, resource development, marketing, and recruitment. The 1987-89 plan places emphasis on the recruitment of minority students in credit courses. A goal to increase minority enrollment by 10 percent is called for in the plan.

Perhaps the most significant planning achievement of the administration was the ability to foresee the changes that were to happen during the 1980s in regard to student populations, high technology programs, and the need for the college to make necessary adjustments to better serve students, business, and industry in Delaware.

The physical location of the president's office of the college system is on the grounds of the Terry Campus. The president and his coordinating staff occupied a 10,000 sq. ft. office building on June 1, 1984.

GOVERNANCE

Trustees are appointed by the governor by and with the consent of a majority of the members elected to the senate for the state of Delaware.

Six trustees are appointed for terms of three years each commencing, in each case, from the date of appointment. The six trustees appointed for a term of three years shall reside; in the city of Wilmington, in New Castle County, in Kent County, and in

Sussex County. The other two members may reside anywhere in the state. The seventh member may reside anywhere in the state; shall serve at the pleasure of the governor and shall be chairman of the board. He may be removed at any time by the governor and shall serve until he is removed by the governor. No more than four trustees shall be members of the same political party. Each trustee shall be a citizen of the United States, a qualified voter of this state and a resident of this state for at least three years preceding his appointment. A trustee shall continue to reside in the political subdivision of which he was a resident at the time of his appointment.

The chairman, as the seventh member of the board, may reside anywhere in the state and serves at the pleasure of the governor. The vice chairman is selected by the board from its members."

The general powers and duties of the board are as follows:

(a) The board may establish such institutions of learning throughout the State as may be necessary to effectuate the purposes of this chapter.

(b) The board may contract with the University of Delaware, or with any other institution or organization, so that the University or other institution or organization shall establish or offer a two year college parallel program, and the board shall provide necessary funds to meet the entire cost of the establishment or operation of such program, and shall furnish facilities, equipment and supplies therefor.
If the board shall enter into such a contract with the University of Delaware, the Board of Trustees of the University of Delaware shall have, with respect to such two year college parallel program, the same powers which it has with respect to the affairs of the University of Delaware by virtue of its charter of the statutes of this state.

(c) The board shall have custody of and be responsible for the property of the institutions and shall be responsible for the management and control of said institutions.

(d) For the effectuation of the purposes of this chapter the board, in addition to such other powers expressly granted to it by this chapter, shall have the following powers:

    (1) To select such officers, except the chairman, as it may deem desirable, from among its own membership;
    (2) To adopt or change the name of the institutions established by it;
    (3) To adopt and use a seal;
    (4) To sue and be sued;
    (5) To determine the educational program of the institutions;
    (6) To appoint members of the administrative and teaching staffs of the institutions and to fix their compensation and terms of employment;
    (7) To appoint or employ such other officers of the institutions, agents, and employees as may be required to carry out this chapter and to fix and determine their qualifications, duties, compensation, terms of office or employment , and all other terms and conditions of employment;
    (8) To fix schedules of tuition rates and fees for educational services at the institutions;
    (9) To grant diplomas, certificates, or degrees;

(10) To enter into contracts;
(11) To accept from any government or governmental agency, any other source, grants, or contributions of money or property (conditional or otherwise) which the board may use for or is aid of any of its purposes;
(12) To acquire (by gift, purchase, condemnation or otherwise), own, lease, use and operate property, whether real, personal or mixed, or any interest therein, which is necessary or desirable for educational purposes;
(13) To determine that any property owned by the college is no longer necessary for educational purposes and to dispose of the same in such manner and upon such terms and conditions as shall be established by it;
(14) To make and promulgate such rules and regulations, not inconsistent with this chapter, that are necessary and proper for the administration and operation of the institutions and for the conduct of the business of the board;
(15) To exercise all other powers not inconsistent with this chapter, which may be reasonably necessary or incidental to the establishment, maintenance and operation of higher learning institutions;
(16) To employ such persons as deemed desirable.

The board meets monthly, alternating the meeting place among the five college locations in the office of the president and the four campus sites. Four members of the board constitute a quorum, and board action requires a majority vote. Minutes of the meetings are taken and maintained by the administrative assistant to the president. They are a matter of public record and are available for examination.

The president of the college plays an active role in the Council of Presidents. This organization is comprised of the presidents of the University of Delaware, Delaware State College, and Delaware Tech. It coordinates activities among the three institutions. The president of the college is an *ad hoc* member of the Delaware Postsecondary Education Commission. This commission supports and seeks ways to improve postsecondary education in the state of Delaware. The president of the college also cooperates with the State Board of Education through a close working relationship with the superintendent of public instruction.

The presidents of non-state postsecondary institutions are invited to meetings of the Council of Presidents. Representatives from non-state postsecondary institutions attend the meetings of the Delaware Postsecondary Education Commission.

There is no state-level department for technical and community colleges in the state of Delaware.

FISCAL

Funding Sources (Fiscal Year 1986:

(1) Operating budget	$22,935,000*	71.3%
(2) Capital budget	3,525,000*	11.0%
Federal Government Grants	1,922,704**	6.0%
Tuition	3,792,500	11.7%
	$32,175,204	100.0%

* Does not include $160,000 in scholarships which is reflected in tuition.

** Does not include $1,550,704 in Federal student financial aid, some of which is also included in tuition.

Funding methods or formulae:

The college is an agency of the state of Delaware, and conforms to the budget cycle applicable to all state agencies. No specific formula is used for institutions of higher education. An annual request for state funds, based on present and proposed programs, is submitted to the state budget director and also, at a later date, to the joint finance committee of the General Assembly, which prepares the final budget based on estimated State revenues.

Tuition and Fee Charges:

Except for a few certificate courses, the standard tuition is $19 per credit hour for in-state students, with a maximum quarterly tuition of $228. Tuition for out-of-state students is two and one-half times in-state tuition.

Fees are: materials fee per course, $3; student service fee, $5 per quarter (full-time students), $2 per quarter (part-time); application fee, $10.

PROGRAMS

The college is currently offering 42 different technologies that lead to an associate in applied science degree. There are options available under several of those technologies such as business administration and engineering technology. In addition, the college offers various programs that lead to a certificate or diploma.

Each program at each campus has an active advisory committee comprising a wide representation of the community, interested in the specific program field. Recommendations obtained from the respective program advisory committees are considered in the development of all courses, technical and non-technical. All non-technical courses are designed to support the respective technology program or programs.

In essence, the college is involved in the following instructional areas:

Associate in Applied Science Degree Programs
Diploma Programs
Certificate Programs
Continuing Education (including JTPA and Special Interest)
Industrial Training

All associate in applied science degree programs must include the following minimum course areas and credits:

Course Areas		Quarter Credits
English		6
Reading		3
Related Humanities/Social Sciences		9
Computer Literacy		1
Mathematics		4
Technology		45
Technology Support		22
	TOTAL	90 quarter hours

All associate in applied science degree programs must be approved by the board of trustees. Certificate and diploma programs may be approved by the vice president/campus director.

A student is eligible for graduation when the following requirements have been met: (1) The student has satisfactorily completed courses specified for a degree in his/her curriculum area as certified by the department chairpersons and the dean of instruction and verified by the registrar; (2) The student has filed an official application for graduation with the office of the dean of student services; (3) The student has satisfied all financial obligations owed the college; (4) The graduation fee has been paid; and (5) The credits in residence requirements have been met.

The college is fully accredited by the Commission on Higher Education, Middle States Association of Colleges and Schools.

ENROLLMENT

Delaware Technical and Community College has four campuses, any one of which is within 35 miles of anybody in the state of Delaware who desires to participate in its various programs. These programs include a traditional college curriculum in technical courses; a parallel program in conjunction with the University of Delaware, which enables students to complete their first two years of university work close to home; special interest courses in the evening; and a relatively new and highly adaptable program of industrial training.

The traditional technical program offerings of the college are on a quarter basis of 11 weeks. The university parallel program follows a semester calendar of 15 weeks. All other programs have varied schedules ranging from hours to months, especially industrial training activities.

We use two formulae for calculating FTE (full-time equivalency); one for our technical, special, and industrial programs, and a second for those students taking university courses. For the university-type courses, FTE is determined by dividing the total number of credit hours attempted by 12. For all other programs, the FTE is calculated by dividing the total number of contact hours attempted by 16. The reason for this distinction is the high number of laboratory hours required for most of the technical programs.

After several years of slight declines, the Fall of 1986 brought with it rather dramatic increases in all programs, especially industrial training.

FOR ADDITIONAL INFORMATION CALL OR WRITE

President's Office
Delaware Technical and Community College
P.O. Box 897
Dover, DE 19903
TELEPHONE: (302) 736-4621

FLORIDA

by

BEN E. FOUNTAIN

SUMMARY

The Florida Community College System operates under the authority given by the legislature to the Commissioner of Education, the State Board of Education (the Cabinet), and to the State Board of Community Colleges as set forth in Chapter 240.3 of the Florida statutes. The State Board of Education can veto rules passed by the State Board of Community Colleges, but cannot make such rules. The staff of the Division of Community Colleges within the Department of Education report to the executive director of the State Board of Community Colleges. Each of the 28 community colleges operates under the above authorization through its board of trustees.

HISTORY

Florida's public community college system had its beginning in 1933 when Palm Beach Junior College was established as a public two-year college. In 1955 the Florida legislature established the Community College Council. The council master plan of 1957 recommended a system of public community colleges in Florida. The ultimate goal was to provide post-high school education within commuting distance of 99 percent of Florida's population. Florida became a national model for the orderly development of a statewide system of public community colleges.

In the short span of 15 years, the master plan was realized. By 1972, the last of 28 community colleges had opened its doors to provide accessible and affordable college education. ... The Florida legislature in 1979 established the State Community College Coordinating Board and in 1983 replaced that board with the State Board of Community Colleges. Since that time, the State Board of Community Colleges has earned the respect of the community college by strongly preserving local control represented by local boards of trustees, while at the same time establishing systemwide policies and coordination. Indeed, the Florida System of Community Colleges has received national recognition because of this unusual balance between local control and state coordination and funding.

During the period of time described above, postsecondary education needs in Florida were changing. Identifiable changes include an increase in the mean age of students, changes in enrollment patterns, population growth, changes in population patterns, increased emphasis on economic development, and entry of women into the work force in unprecedented numbers. The Postsecondary Education Planning Commission (PEPC) was established in 1981 to provide overall guidance and direction for the improvement of post-secondary education in Florida. A new community college master plan was developed to become part of the broader plan envisioned by PEPC.

GOVERNANCE

The State Board of Community Colleges has 13 members. Eleven are appointed for five year staggered terms by the governor, approved by four members of the State Board of Education and confirmed by the Senate. The commissioner of education is an ex officio member, and there is a student member with a one-year term.

The role of the state board is to coordinate and oversee the operation of the 28 locally controlled community colleges. The board is responsible for establishing and developing rules and policies which will ensure the operation and maintenance of the community college system. The board provides general leadership to the system in all areas. The board also reviews and approves all budgets and recommends budget amendments to the system. The executive director of the Division of Community Colleges is appointed by the State Board of Community Colleges.

FISCAL

Total revenues, receipts and balances for system in 1984-85 were just over $501 million. Exclusive of non-revenue receipts and fund balances, sources were: state 70.8 percent; student fees 22.3 percent; other 6.9 percent. Allocations to institutions are based on maintaining current services for an assigned number of FTE students. Tuition fees are established on a statewide basis. District boards of trustees are allowed a 10 percent maximum discretionary variance to allow for local conditions.

PROGRAMS

Florida statutes (Section 240.301) define four major areas of courses offered by public community colleges as follows:

- Freshmen and sophomore level education parallel to that commonly offered in the state universities;

- Occupational education, often referred to as vocational/technical education;

- Courses and programs of adult continuing education and community instructional services;

- College preparatory courses.

Community colleges have also become centers for community educational activities such as business meetings, counseling and guidance services, and cultural events. Some community colleges have established centers to support training for business, industry, and government.

Florida is one the fastest growing states in the nation. By 1990, the state population is projected to be ranked fourth in the country and third by the year 2000. Florida's community colleges will meet the changing needs of a diverse population by:

- Training people for new industries;

- Retraining people to give them new skills;

- Increasing community knowledge of sensitive issues such as environmental protection.

ENROLLMENT

The number of full-time equivalent students for the community college fund is the college credits for which students register divided by 40 plus the hours of instruction for which students register in other instruction divided by 900.

A student is registered in instruction that is subject to matriculation and tuition fees upon payment, waiver, or deferment of the fees, pursuant to law and rule, and the recording of the transaction. A student is registered in instruction that is not subject to matriculation and tuition fees when the institution records the enrollment.

When any fee refund results from a withdrawn registration, the credits or hours of instruction shall not be included in the calculation of full-time equivalent students.

Student headcount increased from 1,143 in 1948-49 to 744,595 in 1981-82. In 1984-85 student headcount was 685,320. Student FTE increased from 879 in 1948-49 to 192,791 in 1981-82. Student FTE in 1985-86 was 139,501 (partially reflecting a change in methodology of calculation effected beginning in 1982-83). FTE by broad program areas in 1984-85 was about 66,000 in advanced and professional programs; 48,000 in vocational programs; 16,000 in developmental programs.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Executive Director
State Board of Community Colleges
Knott Building
Department of Education
Tallahassee, Florida 32399
TELEPHONE: (904) 488-1721

REFERENCES

Department of Education. (1988). *Report for Florida Community Colleges, The Fact Book*.1988. Tallahassee, Florida.

Department of Education. (1984-5). *Report for Florida Community Colleges, The Fact Book*. 1985. Tallahassee, Florida.

State Board of Community Colleges. (undated). *Overview of the Florida Community Colleges System*.. Tallahassee, Florida.

GEORGIA

by

TERRENCE A. TOLLEFSON

SUMMARY

The 15 junior colleges are governed by the Board of Regents of the University System of Georgia. Eleven include the term junior college in their official names. One is called a community college, one an agricultural college, and two are named Georgia colleges. All 15 Georgia junior colleges offer transfer and career programs, and three of them also offer vocational-technical programs. Three of the junior colleges are residential.

HISTORY

The first Georgia junior college, Middle Georgia College, was founded in 1884. The next two, Gordon Junior College and South Georgia College were founded in 1927. In 1931, the Georgia General Assembly adopted the Reorganization Act, which established the Board of Regents of the University System of Georgia. Other junior colleges were added in 1933, 1961, 1965, 1968, and 1970. DeKalb Community College was established in 1964 under special legislation, but did not join the University System in Georgia until 1986.

GOVERNANCE

In 1932 the board of regents adopted a statement of plan that signified its intent to unify and coordinate the work of these institutions so that the program of each shall be integrated with that of every other and with the system as a whole and to develop a correlated, harmonious, and symmetrical structure free from wasteful duplications, but providing the maximum educational opportunity to students of the state. The principles established in 1932 continue to guide the university system of Georgia today. In 1943, a constitutional amendment made the board of regents a constitutional body, and that status was reaffirmed in the 1982 constitution.

The board of regents has 15 members. Five are from the state at large and 10 are selected from their respective congressional districts. Members are appointed by the governor and confirmed by the senate. They serve staggered seven-year terms. The chancellor is appointed by the board of regents and serves at its pleasure. The board employs standing and special committees that are not specialized by type of college, except for a special committee for DeKalb Community College, which was established in 1964 but only recently brought into the University System of Georgia.

The administrative staff members reporting to the chancellor and executive vice chancellor are similarly organized under six vice chancellors for facilities, services, student services, academic affairs, research and planning, and fiscal affairs, and treasurer. There is no separate unit for community or junior colleges.

FISCAL

General operating revenues for the Georgia junior colleges in the 1986-87 fiscal year totaled slightly more than $101 million and approximately 64 percent of that total was represented by state appropriations. The balance consisted of student matriculation and tuition fees, gifts, grants, and miscellaneous revenues.

Matriculation fees for all Georgia resident and nonresident junior college students are $263 per quarter for full-time students and $22 per quarter credit hour for part-time students. Out-of-state residents must pay additional nonresident tuition of $497 per quarter for full-time students and $42 per quarter credit hour for part-time students. Other required fees range from $10 to $60 per quarter per student at the various Georgia junior colleges.

PROGRAMS

All 15 Georgia junior colleges offer programs leading to associate degrees, and 12 institutions also offer certificate programs. The 3,599 associate degrees conferred from summer of 1985 through spring of 1986 by all Georgia junior and senior colleges included 1,698 in liberal arts/general studies, 973 in health professions, 454 in business, 177 in engineering fields, 101 in agriculture and 72 in computer science. All junior and senior colleges in Georgia participate in the Regents Testing Program (RTP). Since 1973, passing the test has been a requirement for graduation from all associate and baccalaureate programs. Each college administers its own part of the testing program, but the tests are scored in the central RTP office. The RTP consists of a 50-item, multiple-choice test based on 10 reading passages, and an assigned one-hour essay. Each essay is graded by three independent raters who do not know the names of the students or the institutions they represent. Students must pass both parts of the test by the time 75 quarter credit hours have been completed or take nondegree-credit courses in remedial reading or writing. In 1985-86 the percentage of students passing the RTP on their first attempt ranged from 28 percent to 83.1 percent in the Georgia junior colleges.

All Georgia junior and senior colleges offer a mandatory core curriculum in the freshman and sophomore years, which applies to junior college students in transfer programs. The subject areas and required number of quarter credit hours in each are as follows:

Area	Quarter Credit Hours
I. Humanities	20
II. Mathematics and Natural Science	20
III. Social Sciences	20
IV. Major Area of Study	30
TOTAL	90

A system-wide developmental studies program has been mandated by the board of regents since 1974. Students scoring below 330 on the SAT-Verbal or SAT-Math, and students who do not meet their respective institutions' regular admissions standards, are required to take the basic skills examination to determine whether they must take and pass developmental studies courses during the time by which they complete the first 30 quarter hours of degree credit.

All students desiring admission to regular college programs in the University System of Georgia who graduates from high school in 1992 and thereafter must have completed four units of English, three units of science, three units of mathematics, three units of social science, and two units in one foreign language. For students who graduate from high school between the spring of 1988 and the spring of 1992, Georgia colleges may institute provisional admissions standards.

ENROLLMENT

Total headcount enrollment in the Georgia junior colleges increased from 19,507 in the fall of 1977 to 27,420 in the fall of 1986. Equivalent Full-Time (FTE) students grew over the same period from 16,749 to 20,022. The quarterly FTE figure is calculated by dividing the total credit hours by 15.

The total headcount enrollment in developmental studies courses in Georgia junior colleges was 5,920 in the fall of 1986. A total of 122,922 continuing education units also were earned in the Georgia junior colleges in 1985-86, where 10 contact hours of organized instruction equals one C.E.U.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Vice Chancellor for Research and Planning
Board of Regents of the University System of Georgia
241 Washington Street, S.W.
Atlanta, Georgia 30334
TELEPHONE: (404) 656-2213

REFERENCES

Cheek, Wanda K. and Pounds, Haskin R. (Eds.) (March, 1987). *University System of Georgia Information Digest, 1986-87*. Board of Regents of the University System of Georgia. Atlanta, Georgia.

HAWAII

by

JOYCE TSUNODA
Chancellor for Community Colleges
University of Hawaii

SUMMARY

The University of Hawaii Community Colleges include six community colleges, (Honolulu, Kapiolani, Kauai, Leeward, Maui, Windward,) and the Employment Training Office. A seventh college, Hawaii Community College, reports to and through the chancellor of the University of Hawaii at Hilo. Four of the colleges (Honolulu, Kapiolani, Leeward, and Windward) are located on the island of Oahu while the other two are located on the islands from which they take their names. Maui Community College also serves the islands of Lanai and Molokai, while the Employment Training Office, located on Oahu, serves the entire state.

As part of the University of Hawaii, the community colleges are committed to the mission of the total university:

> "To provide all qualified people in Hawaii an equal opportunity for quality college and university education; to create knowledge and gain insight through research and scholarship; to preserve and contribute to the artistic and cultural heritage of the community; and to provide other public service through the dissemination of current and new ideas and techniques. In pursuing its charter, the University of Hawaii is committed to the development of the state's greatest asset, its people."

Within this context, the community colleges of the University of Hawaii have as their special mission:

1. To broaden access to post-secondary education in the state of Hawaii by providing open door opportunities for students to enter quality educational programs within their community.

2. To provide vocational and technical programs which both prepare students for immediate employment and provide the paraprofessional and trained work force needed by the state.

3. To specialize in the effective teaching of general education and other introductory liberal arts and pre-professional courses.

4. To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

5. To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services in which the colleges have special

competence; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

HISTORY

By the early 1960s, the University of Hawaii had grown to such an extent that it set to work on a major and comprehensive academic development plan to guide its future. In 1963, the second legislature of the state of Hawaii made an appropriation for the university to develop plans for implementing a statewide community college system. Dr. Richard H. Kosaki, later to become the university's first vice-president for community colleges, prepared a report on the feasibility of community colleges in the state and submitted it to the legislature in 1964. Based on Dr. Kosaki's report and recommendations, the 1964 legislature passed the Hawaii Community College Act of 1964 (Act 39), which outlined the development and administration of a community college system. The act was declared an "urgency measure," stating that increases in the number of students graduating from Hawaii high schools as well as increases in the proportion of graduates desiring to continue their education indicated a pressing need and demand for the expansion of higher education facilities in the state in the form of community colleges. The act also pointed out that technological changes affecting commerce and industry required facilities for the retraining of adults already employed. The bill transferred jurisdiction over four technical schools (Honolulu, Kapiolani, Kauai, and Maui) from the Department of Education to the University of Hawaii. (In 1969, a fifth technical school became Hawaii Community College, which eventually was included in the University of Hawaii at Hilo.) Leeward Community College opened its doors in 1968, followed in 1972 by Windward Community College. Initially called the Manpower Training Office, the Employment Training Office was established in 1962 within the Department of Education in response to the national Manpower Development and Training Act. In 1968, under Act 71 of the Hawaii State Legislature, the Employment Training Office and its programs were transferred to the University of Hawaii Community College System.

GOVERNANCE

The University of Hawaii is governed as a system by a board of regents whose membership is composed of eleven members who are appointed by the governor and confirmed by the state Senate. Each island in the state is represented on the board and there is one student member. The constitution of the state of Hawaii defines the functions and powers of the board of regents to govern the university which includes the community colleges. Policy set by the board is carried out by the executive officer of the board, the president of the university. The board regularly reviews existing policy, modifies it and adopts new policy as needed. It takes an active role in the management of the affairs of the university, determining the establishment and termination of programs, approving the university budget and overseeing expenditures. The board has established direction to the community college system by mandating the development of comprehensive programs, low tuition, open-door admission, educational guidance, quality teaching and responsiveness to the community which each college serves.

FISCAL

As the only public institution of higher learning in the state of Hawaii, all funding for operational and capital programs is provided through legislative appropriation. Financial planning and resource allocation is conducted in conjunction with institutional planning as defined in each campus educational development plan, a comprehensive statement of functions, goals and objectives, and resource requirements for a six-year period of time, which is developed with input from all segments of the institutional community. Each campus budget is submitted through the administration of the University of Hawaii and the board of regents, to the Hawaii Department of Budget and Finance, the governor, and ultimately to the Hawaii state legislature. Funds released to the University of Hawaii are then directed to the campuses.

In addition, each campus within the community college system receives extramural funds from a variety of sources to supplement the development of innovative programs and to expand services to special student target populations.

PROGRAMS

The community college system strives to offer a well-balanced array of educational programs and courses in response to differing community needs in the state. Each community college offers a comprehensive two-year associate in arts degree that prepares students for transfer to an upper division baccalaureate degree program. Each campus also offers two-year associate in science degrees, and in some areas, one-year certificate of achievement degrees, in a wide variety of vocational programs in business education, health services, public service occupations and 21 different technology fields. All campuses are accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

It is not possible for all campuses to offer all vocational options. In some instances, a college may offer a curriculum which serves the entire state, reserving space in these programs for students from the other islands. The neighbor island campuses, however, as the only institutions of higher education in their counties, will offer the widest variety of vocational courses for which there are resources and continuing demand. Where gaps in vocational training exist, the Employment Training Office will seek to meet the demand by providing flexible, competency-based and job-specific programs for training needs in the state.

ENROLLMENT

The community colleges enroll nearly 20,000 regular credit students in a typical semester, representing over half of the enrollment in the entire University of Hawaii system. Headcount enrollment of all regular, classified and unclassified, students in credit programs of the colleges has stabilized in the past two years after peaking at 22,176 students in 1982. The full-time equivalence headcount ratio has declined steadily since 1973. The average number of semester hours carried by both full- and part-time students continues a downward trend and is now at 9.0 semester hours carried. The number and proportion of part-time students has risen steadily since 1973, currently representing well over half of the total student population. The number and proportion of women attending the University of Hawaii community colleges continues to increase, representing 54 percent of the student population. The mean age of students is 26.4 years. For the past five years, the proportion of students enrolled in general and pre-professional (liberal arts) programs and those in vocational education programs has remained relatively equal. However, more and more students are enrolling as unclassified students.

In addition to regular enrollment, in a typical semester, another 10,000 students are enrolled in non-credit apprenticeship/journeyworker programs, special offerings presented through campus community services programs and through the Employment Training Office.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Office of the Chancellor for Community Colleges
2327 Dole Street
Honolulu, Hawaii 96822
TELEPHONE: (808) 948-7313

IDAHO COMMUNITY COLLEGES

by

TERRENCE A. TOLLEFSON

SUMMARY

Idaho has two community colleges, the College of Southern Idaho and North Idaho College, (Meyerhoeffer, 1988). A legislative study committee has been assessing community college governance, funding and programs for approximately two years, with the assistance from the colleges and the state legislative budget office. The study committee is expected to complete its deliberations in 1988.

General oversight is exercised by the Idaho State Board of Education. The missions and goals of the two Idaho community colleges are characterized as including open-door admissions with guided placement in a broad array of college transfer, vocational-technical, adult basic, continuing education and community service programs.

HISTORY

North Idaho College was founded as Coeur d'Alene Junior College, initially a private school, in 1933. In January, 1939, the state legislature passed the Junior College Act, which permitted the establishment of public junior colleges in qualified areas by vote of the eligible electors. In June of the same year, North Idaho Junior College was established. The district includes Kootenai County, and its primary service area encompasses the other four northern counties of Bonner, Shoshone, Benewah, and Boundary. The college name was changed to North Idaho College in July, 1971.

The College of Southern Idaho in Twin Falls was established by a vote of the electors in November, 1964. It serves Area IV, as designated in a 1965 statute that defined six such junior college areas. Counties in the district's service area include Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, Twin Falls, as well as parts of Elmore and Owyhee counties.

GOVERNANCE

The State Board of Education exercises general supervision over all state educational institutions, including community colleges. The State Board's responsibility for community colleges includes review of requests for legislative appropriations and approval of educational programs. The governor appoints seven members of the state board for terms of five years each, subject to senate confirmation.

Each community college is governed by a board of trustees of five resident electors, who are elected to staggered six-year terms. The board of trustees of each community college has broad powers including powers to adopt rules and regulations for the board and the college, to appoint legal counsel and employees, to acquire, hold and dispose of property, to accept grants, to cooperate with individuals and agencies and to invest district funds pursuant to state law.

FISCAL

The Idaho community colleges have a combined total budget for the 1988 fiscal year of $9,225,044, which represents an 8.5 percent increase from the 1987 fiscal year. These figures do not include $1,125,000 from federal sources in fiscal 1988. Approximately 25 percent of that total consists of county taxes in the counties of Twin Falls, Jerome and Kootenai. Tuition and fees from students and additional tuition paid by the counties comprise approximately 14 percent of the budget, and the balance comes from state funds.

PROGRAMS

Programs are offered in college transfer, vocational-technical, adult basic, GED and other areas emphasizing employment and economic development.

Associate of arts degrees are conferred upon graduates of college transfer programs requiring at least 64 semester credits, with at least 32 of those credits in general education. Associate of science degrees are awarded for college transfer programs emphasizing mathematics and science. These programs require at least 27 credits in general education and 64 credits in all. Associate of applied science degrees are conferred upon students who complete vocational-technical programs of at least 68 semester credits, of which 12 credits must be in general education.

Vocational and technical programs between nine months and two years in length lead to certificates of applied science.

All associate degree programs and certificate of applied science programs require cumulative grade-point averages of at least 2.0.

Certificates of completion are awarded to students who complete vocational-technical programs of less than nine months in length, and to students who attend longer than nine months but do not attain cumulative grade-point averages of 2.0.

ENROLLMENT

One academic full-time equivalent (FTE) student equals 15 semester credit hours in one semester or 30 in a year. One vocational FTE equals 960 clock hours in a year. College of Southern Idaho headcount enrollment approximates 6700 students, with about 62 percent in academic programs and 38 percent increase in headcount enrollments at both colleges.

FOR ADDITIONAL INFORMATION CALL OR WRITE

President
College of Southern Idaho
315 Falls Avenue, PO Box 1238
Twin Falls, Idaho 83303-1238
TELEPHONE: (208) 733-9554

President
North Idaho College
Coeur D'Alene, Idaho 83814
TELEPHONE: (208) 769-3300

REFERENCES

Meyerhoeffer, Gerald R. 1988. All information in this chapter was obtained from materials provided by the president of the College of Southern Idaho.

IDAHO
POST SECONDARY VOCATIONAL TECHNICAL COLLEGES

by

WILLIAM ULLERY
State Administrator,
State Division of Vocational Education

SUMMARY

IDAHO CODE 33-2201. Assent to Smith-Hughes Act. -- The State of Idaho hereby accepts the benefits and provisions of an act of Congress approved February 23, 1917, entitled, "An act to provide for the promotion of vocational education; to provide for the cooperation with the states and the promotion of such education in agriculture and the trades and industries; to provide for the cooperation with the states in preparation of teachers of vocational subjects; and to appropriate and regulate its expenditure," commonly known as the Smith- Hughes Act.

There are six postsecondary vocational-technical schools in Idaho. Two are units within community colleges, and one is a two-year technical college. There are three schools within a four-year college/university structure. These six schools by state-designated mission perform a community college function. The six schools are: Boise State University Vocational-Technical School, College of Southern Idaho Vocational-Technical School, Eastern Idaho Vocational-Technical School, Idaho State University Vocational-Technical School, Lewis Clark State College Vocational-Technical School, and North Idaho College Vocational-Technical School.

The postsecondary vocational-technical schools fulfill a community college function through their occupational training programs, prevocational programs, upgrading and retraining courses, community service activities, and the adult basic education program.

The primary purpose of vocational education programs offered in the public and private schools of the state is to provide the enrollees with the skills, attitudes, abilities, knowledge, safe work habits, and proper appreciations necessary to enter employment in recognized occupations of less than professional level as either wage earners or entrepreneurs, and to succeed and advance in that employment. Vocational education at the secondary level should be a developmental process, providing maximum options for students to find employment or pursue postsecondary vocational education programs. Postsecondary vocational education programs should provide basic entry-level skills and upgrading or advancement in the students' selected occupational areas.

HISTORY

Vocational education became established in the public schools with the enactment of the Smith-Hughes Act by Congress in 1917. The act provided federal fund assistance to local education agencies for the promotion of vocational education. Idaho, through legislative action, began participation in this program in 1919. Later, general account funds were appropriated to combine with federal funds to provide supplemental support for high school programs and full funding for the six postsecondary vocational-technical schools.

Vocational education has changed from a predominantly secondary course of study to one which includes a wide range of postsecondary and adult programs. Statewide, the program currently services about 30,000 high school students, 5,000 postsecondary students, and 25,000 adults.

The federal Smith-Hughes Act of 1917 provided funds for the delivery of vocational education programs administered through State Board for Vocational Education. In 1919, the Idaho state legislature passed legislation creating the State Board for Vocational Education, and the State Division of Vocational Education was created as the administrative agency.

The State Division of Vocational Education was established to administer the federal act. The purpose of the act was to promote and operate full-time programs in vocational agriculture, home economics, and trade and industrial education, with provision for teacher education in these fields. The act also provided for part-time instruction for employed adults to enable them to upgrade their skills. The act limited instruction to those occupations below the baccalaureate level.

GOVERNANCE

State Board for Vocational Education--Powers and Duties. The State Board of Education is hereby designated as the State Board for Vocational Education for the purpose of carrying into effect the provisions of the federal act, known as the Smith-Hughes Act, amendments thereto and any subsequent acts now or in the future enacted by the Congress affecting vocational education, and is hereby authorized to cooperate with the United States Office of Education, Vocational Division, or any other agency of the United States designated to administer such legislation, in the administration and enforcement of the provisions of said act, or acts, and to exercise such powers and perform such acts as are necessary to entitle the state of Idaho to receive the benefits of the same, and to execute the laws of the state of Idaho relative to vocational education; to administer the funds provided by the federal government and the state of Idaho under the provisions of this chapter for promotion of vocational education.

Membership--Appointment--Term of Office--Qualifications-- Place of Office. The State Board of Education shall consist of the state superintendent of public instruction, who shall be an ex-officio voting member and who shall serve as executive secretary of the board for all elementary and secondary school matters, and seven (7) members appointed by the governor, each for a term of five (5) years. Appointment to the board shall be solely upon consideration of the ability of such appointees efficiently to serve the interests of the people, and education, without reference to locality, occupation, party affiliation or religion. Any person appointed to said board shall have been a resident of the state for not less than three (3) years prior to the date of appointment; and shall qualify and assume the duties in accordance with laws governing similar appointments to, and qualifications for, an office on other state boards. All appointments of members to the State Board of Education made after the effective date of this act must be confirmed by the senate. The State Board of Education, when acting as the State Board for Vocational Education, shall hold two (2) regular meetings annually.

State Board to Appoint Administrator--Designation of Assistants--Duties. The State Board of Education shall appoint a person to serve as an administrator to the State Board for Vocational Education, who shall be known as the administrator of vocational education. He/She shall designate, by and with the advice and consent of the State

Board for Vocational Education, such as assistants as may be necessary to properly carry out the provisions of the federal acts and this chapter for the state of Idaho.

The administrator of vocational education shall also carry into effect such rules and regulations as the State Board for Vocational Education may adopt, and shall coordinate all efforts in vocational education approved by the board with the executive secretary, and shall prepare such reports concerning the condition of vocational education in the state as the State Board for Vocational Education may require.

Powers of the Board. It shall have full power to formulate plans for the promotion of vocational education in such subjects as are as essential and integral part of the public school system of the State of Idaho, and to provide for the preparation of teachers of such subjects. It shall have full power to fix the compensation of such officials and assistants as may be necessary to administer the federal act herein referred to, and to pay such compensation and other necessary expenses of administration from funds appropriated in this chapter and from money received under the provisions of the federal act. It shall have authority to make studies and investigations relating to vocational education in such subjects, to promote and aid in the establishment of local communities of schools, departments or classes, giving training in such subjects; to cooperate with the local communities in the maintenance of such schools, departments or classes; to prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification of such teachers, directors and supervisors, subject to the laws and rules governing the State Board of Education; to cooperate in the maintenance of classes supported and controlled by the public for the preparation of teachers, directors and supervisors of such subjects, or to maintain such classes under its own direction and control; to establish and determine by general regulation the qualifications to be possessed by persons engaged in the training of vocational teachers.

FISCAL

Vocational education funding sources are made up of state, federal, and local fees. State funds equal 79 percent. Federal funds make up 19 percent, and two percent are local funds. Secondary programs are funded under a formula and weighted by: (1) relative ability to provide resources, (2) low income families, (3) economically depressed, and (4) new program offerings. Direct grants are also issued in certain instances.

Postsecondary schools are fully funded by state general account revenue, federal funds, and some local fees. Adult classes are funded primarily through user fees. Idaho, by constitution, may not charge tuition, but fee charges for vocational students who attend four-year state institutions average $1,035; whereas, the two-year institutions average $711.

PROGRAMS

Programs are submitted by the six postsecondary schools to the State Division of Vocational Education. The state board has final authority.

The types of programs include vocational technical certificates and associate of applied science programs; adult basic, adult continuing, high school equivalency, job training partnership, industry related, short-term, customized, industry-specific, entry-reentry, retraining, upgrading, apprenticeship, fire service, and economic development projects.

ENROLLMENT

Preemployment Enrollment

Head Count	4,472
% State HC	100.0
Student VFTE	3,403
% State VFTE	100.0

Other Funded Preemployment
JTPA, Private, Etc.

Head Count	221
Student VFTE	124

FOR ADDITONAL INFORMATION CALL OR WRITE

State Administrator
State Division of Vocational Education
650 West State Street
Boise, ID 83720
TELEPHONE: (208) 334-2270

ILLINOIS

by

DAVID R. PIERCE
Executive Director
Illinois Community College Board

SUMMARY

The Illinois Community College Board has statutory responsibility for administration of the Public Community College Act (Illinois Revised Statutes, 1985, Chapter 122, articles I through VIII). There are currently 39 public community college districts comprised of 50 colleges and five branches. Thirty-six of the colleges are single while three districts are multi-college. The 39 districts now include 97 percent of the state's population and 92 percent of the state's territory. Currently 40 Illinois high school and community unit districts are located outside of a public community college district. By July 1990, however, all territory in the state will be required to become a part of a community college district.

According to the 1970 Constitution of Illinois, a fundamental goal of the people of the state of Illinois is the educational development of all persons to the limit of their capacities. The Illinois Community College Board believes that its duty is to implement this constitutional mandate through a statewide community college system. The board further believes that lifelong educational opportunities for all eligible persons should be provided through locally governed, comprehensive community colleges which address local needs. It affirms that its primary role is to provide statewide leadership and service to community colleges in order to assist them in achieving their missions and accepts the responsibility of being the principal advocate of the community college system. Finally, the board believes in utilizing the advice and counsel of all constituent groups of the community college system in establishing policies necessary to implement state statutes.

Illinois community colleges have excellence as their principal focus in satisfying the educational needs of the individuals and communities they serve. Focusing on individual needs requires extensive student and instructional support services designed to analyze individual levels of educational attainment and to respond with appropriate counseling, placement, and other types of special instruction assistance. Focusing on community needs requires extensive cooperation with community agencies, organizations, businesses, industries, and educational institutions to identify the needs and address them in a manner which is both educationally and economically sound.

Once educational needs are identified, Illinois community colleges provide a broad range of educational programs and services to address them. Accordingly, the following community college missions are identified:

- Provide liberal arts and science programs to prepare students for transfer to four-year colleges and universities or to meet the personal educational goals of individuals throughout their lifetimes.

- Provide occupational programs for the purpose of providing job training, retraining, and/or upgrading of skills to meet both current and emerging local, regional, and state manpower needs.

- Provide preparatory, developmental, and remedial programs, including adult basic education, general educational development, English as a second language, and other instruction designed to prepare students for successful experiences in post-secondary education.

- Provide public service programs such as non-credit adult continuing education and hobby/leisure time activities and community service activities such as workshops, seminars, forums, and other forms of cultural enrichment.

HISTORY

Illinois is prominently identified with the early history of the community and junior college movement in the United States, with Joliet Junior College, established in 1901, being the first public junior college in the nation. Illinois adopted its first junior college legislation in 1931 which permitted the Board of Education of Chicago to establish, manage, and provide for the maintenance of one junior college offering two years of college work beyond the high school level as part of the public school system of the city.

The first Junior College Act became law on July 1, 1937, and provided for the development of the junior college system as a part of the public school system. It made no provision for the charging of tuition nor did it stipulate that educational opportunities available through the junior colleges would be provided without charge to the students. Other provisions of the law allowed establishment of junior colleges by board resolution in districts with a population between 25,000 and 250,000; establishment of junior colleges in smaller districts by referendum; and validation of all operating districts established prior to 1937.

In 1943 legislation was adopted to hold referenda to set separate tax rates for both education and building funds to support junior college operations. State funding for junior colleges, however, was not established until 1955. Seven new public junior colleges were established in Illinois between 1955 and 1962, bringing the total to eighteen. Rock Island, Moline, East Moline joined to form Black Hawk College in 1961, the first junior college created separate from a common school district.

In 1951 the Illinois General Assembly enacted legislation setting forth standards and procedures for establishing junior colleges. This action repealed the legislation that allowed establishment of junior colleges in districts with population in excess of 25,000 by action of a resolution of the board of education. In 1959 separate junior college districts were authorized by allowing any compact and contiguous territory to be organized as a junior college district with an elected board of education with authority to maintain and operate the college and levy taxes for its operation. State funding for junior college operations was first appropriated in 1955.

As a result of recommendations of the Commission of Higher Education, legislation was adopted in 1961 creating the Illinois Board of Higher Education. According to the legislation, the Illinois Board of Higher Education had responsibility for conducting comprehensive studies on higher education needs; development of information systems; approval of new units of instruction, research or public service in all public colleges and universities; budget review of public colleges and universities, with recommendations to the governor and General Assembly; approval of all capital improvements; surveys and evaluation of higher education; and preparation of "a master plan for the development, expansion, integration, coordination and efficient utilization of the facilities, curricula, standards of higher education in the areas of teaching, research and public service." Although junior colleges were legally under the jurisdiction of the superintendent of public instruction at this time, a section of the enabling legislation for the Illinois Board of Higher Education contained the following statement concerning junior colleges:

> In the formulation of a master plan of higher education and in the discharge of its duties under this act, the board shall give consideration to the problems and attitudes of junior colleges . . . as they relate to the overall policies and problems of higher education .

In July 1964, the final draft of a master plan for higher education was published. As a result, the Junior College Act of 1965, the foundation for today's system of public community colleges in Illinois, was adopted. It contained the following key provisions:

1. Provided that the junior colleges would come under the jurisdiction of the Illinois Board of Higher Education rather than remaining a part of the common school system.

2. Provided for establishment of a system of locally initiated and administered comprehensive Class I junior college districts.

3. Mandated that on August 1, 1965 all junior colleges operating in school districts where separate educational and building fund tax levies had been established for the college became separate junior colleges, classified as Class II districts.

4. Provided that school districts operating a junior college without a separate tax could continue to maintain the program as grades thirteen and fourteen.

5. Set forth procedures for converting Class II districts to Class I districts.

6. Created a legal base for the establishment of public comprehensive districts with locally elected boards in a system coordinated and regulated by a State Junior College Board, which in turn related to the Illinois Board of Higher Education as did the governing boards of the other public colleges and universities.

7. Set forth the powers and duties of the Illinois Board of Higher Education, the Illinois Junior College Board, and the boards of the local junior college districts as individual entities and in relation to each other.

8. Included provisions for local-state sharing of capital funding, acquisition of sites, operational funding, and annexations and disconnections of territory.

9. Made local and state financial support for junior college attendance applicable to all Illinois residents, whether they resided inside the boundaries of a junior college or not.

On July 15, 1965 the Junior College Act became effective; and on August 1 the school boards of districts operating junior colleges with separate educational and building rates became the boards of the newly constituted Class II districts. Also in August of 1965 Governor Kerner appointed the nine members of the first Illinois

Junior College Board. In 1973 the term "junior" was changed to "community" in the statute.

GOVERNANCE

The Illinois Community College Board consists of 11 members appointed by the governor, with the consent of the Senate, and one non-voting student member selected by the Student Advisory Committee. Board members are appointed at large for six-year terms, with the chairman appointed by the governor and the vice chairman elected by member of the board. The Illinois Community College Board meets eight times a year.

The members of the board must be citizens and residents of the state of Illinois and are selected on the basis of their knowledge of community colleges. A member of the board cannot engage in employment for which he or she receives a regular salary from public funds and cannot hold current membership on a school board, or a board of trustees of a public or non-public college, university, or technical institute. The board is charged in statute with the following duties:

1. To provide statewide planning for community colleges and coordinate the programs, services, and activities of all community colleges in the state so as to establish a system of locally initiated and administered comprehensive community colleges.

2. To organize and conduct feasibility surveys for the establishment of new community colleges.

3. To cooperate with the community colleges in continuing studies of student characteristics, admission standards, grading policies, performance of transfer students, qualification and certification of facilities, and any other problem of community college education.

4. To enter into contracts with other governmental agencies; to accept federal funds and to plan with other state agencies when appropriate for the allocation of such federal funds for instructional programs and student services; and to receive, expend, and administer funds and other aid made available by the federal government or by other agencies.

5. To determine standards for community colleges for the physical plant, heating, lighting, ventilation, sanitation, safety, equipment and supplies, instruction and teaching, curriculum, library, operation, maintenance, administration, and supervision and to grant recognition certificates to community college meeting such standards.

6. To approve or disapprove new units of instruction, research, or public service submitted by the boards of trustees of the community college districts.

7. To participate and assist in the coordination of programs of inter-institutional cooperation with other public institutions of higher education and with the nonpublic institutions of higher education.

8. To establish guidelines regarding sabbatical leaves.

The Illinois Board of Higher Education is the administrative agency with responsibility for all higher education sectors in Illinois. As such, it approves the instructional programs, capital projects, and system wide operating and capital budgets for the public community college system after action by the Illinois Community College Board. In addition, the Illinois Board of Higher Education is charged with periodically reviewing all existing programs at the community colleges and universities and advising the appropriate board of control when such programs are not academically and economically justified.

FISCAL

Illinois public community colleges receive funding from three major sources: Local property taxes, student tuition and fees, and State appropriations.

The appropriation process begins with the Illinois Community College Board submitting a fiscal year system operating budget request to the Illinois Board of Higher Education, which evaluates the community college system request while considering the state's total higher education priorities. Legislation requesting state funding for the community college system is introduced in the state legislature, usually at the level recommended by the Illinois Board of Higher Education.

Early in the legislative session, the governor presents a proposed state budget. The Illinois Board of Higher Education then allocates the governor's higher education budget among the sdtate's five higher education systems if the governor's budget for higher education differs from its own. It is then the responsibility of the legislature to appropriate funds at the level it desires and to authorize the distribution mechanism for its appropriations.

The process is completed when the governor signs the appropriation and spending authorization bills passed by the legislature.

Conceptually the community college state appropriation is equal to an estimate of funds needed less an estimate of funds available to the community college system. The estimate of funds available to the community college system centers on four sources of revenue: local property tax receipts, student tuition and fees, other state grants, and federal and other miscellaneous revenues.

Local property tax extensions are determined by multiplying the statewide total community college projected equalized assessed valuation by the average tax rate. This amount, less adjustments for collection losses, non-district chargebacks, and equalization, yields estimated local tax receipts.

Statutorily, community colleges cannot charge tuition and fees that exceed one-third of their per capita cost. Actual tuition and fee rates range from $10.00 per semester credit hour to $30.00 per semester credit hour. A statewide average tuition calculation is used in the funding formula.

Community colleges receive additional revenue from a number of other sources. For example, the State Board of Education distributes grants for adult education and vocational education in support of specific instructional programs. In addition, the corporate personal property tax revenues eliminated in 1979 as part of local property taxes have been replaced by revenues generated from these taxes are distributed to community college districts. In addition, community college districts receive funds from a variety of other federal, state, and local sources. Given the difficulty of making accurate projections of this revenue, the community college funding plan provides that miscellaneous revenue is projected based on the percentage it represented of all revenue for the most recent historical year.

The estimate of funds needed by the system is determined by adjusting the most recent actual expenditures for anticipated cost increases. The final appropriation to the Illinois Community College Board is then distributed in the form of grants to the community college.

Credit hour grants are paid for each of the system's seven instructional categories. The credit hour rate for each instructional category is determined by calculating the unit cost of that category and subtracting the system's other available resources from the projected unit cost in each instructional category.

Equalization grants attempt to reduce the disparity in local funds available per student among districts. A state average of equalized assessed valuations per full-time equivalent student multiplied by a weighted average local tax rate determines an amount of expected local tax revenues per student. Any community college district which is below this amount when applying a standard tax rate to its equalized assessed valuation per full-time equivalent student receives additional state funding.

Special grants to support programs and services for disadvantaged students, economic development activities, and advanced technology equipment purchases also are included in the community college appropriation. These grants must be held in a restricted account by the college and used only for their specified purposes.

PROGRAMS

Each of the 50 public community colleges is a comprehensive college in that it provides extensive instructional and student support services to serve the needs of individuals as well as public services to address the needs of the community. The instruction available includes the first two years of baccalaureate education to prepare students to transfer to four-year colleges and universities; remedial/developmental education for individuals needing basic education skills in order to seek employment or pursue further education; and occupational education from among 237 occupational specialities for employment training or retraining. The 50 community colleges provide 3,464 associate degree and certificate programs.

All programs offered within the community college system must be approved by the Illinois Community College Board and the Illinois Board of Higher Education. To qualify for federal vocational education funding, occupational programs must also be approved by the Illinois State Board of Education, the administering agency for the Federal Vocational Education Act in Illinois. In addition, the Illinois Community College Board requires that each community college evaluate each of its existing education programs and services at least once every five years to ensure that the programs continue to be justified on the basis of need, quality, and cost.

The range of total number of credit hours required for completion of an associate degree curriculum must be within the following parameters:

> For the associate in arts degree and the associate in science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent;
>
> For the associate in applied science degree, a total requirement of not less than 60 semester credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which it

can be demonstrated that accreditation or licensure requires additional coursework; and

For the associate in general studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent.

Each associate degree curriculum must include an identifiable general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters:

For the associate in arts degree and the associate in science degree, the general education component required must represent at least 60 percent of the total number of credit hours for completion;

For the associate in applied science degree, the general education component required must represent no less than 25 percent nor more than 50 percent of the total number of credit hours required for completion; and

For the associate in general studies degree, the general education component required must represent no less than 30 percent of the total number of credit hours required for completion.

ENROLLMENTS

At the end of registration for the fall 1986 term the 50 public community colleges in Illinois enrolled 334, 884 students in instructional credit courses, a decrease of 1.4 percent from the fall, 1985 term. This compares to a 324,586 headcount enrollment in the fall term of 1976. The full-time equivalent enrollment for the fall 1986 term was 166,204, a decrease of 0.3 percent from the fall 1985 term. This compares to a 153,329 full-time equivalent enrollment in the fall term of 1976.

An analysis of headcount enrollment by instructional program area from the fall term of 1985 to the fall term of 1986 shows that enrollments in pre-baccalaureate/ transfer and general studies programs decreased, and increases occurred in the occupational skills, vocational skills, remedial, adult basic, and adult secondary programs.

In the fall term of 1986, 28.7 percent of the students attending public community colleges in Illinois attended full-time while 71.3 percent attended part-time. Forty-two percent of the students were males, and 58 percent were females. Seventy-two percent of the students were White, 17 percent were Black, and seven percent were Hispanic. The median age of the students was 28.0 years.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Policy Analyst
Illinois Community College Board
509 South Sixth Street, Room 400
Springfield, Illinois 62701
TELEPHONE: (217) 785-0085

INDIANA

by

TERRENCE A. TOLLEFSON

SUMMARY

Indiana has one public junior college, Vincennes University, which was established in 1801. Indiana Vocational Technical College, with administrative headquarters in Indianapolis, was established in the years from 1967 to 1970. State universities also offer two-year programs.

The Indiana Commission for Higher Education was created by a legislative act in 1971 to coordinate postsecondary education.

GOVERNANCE

Each public institution of postsecondary education in Indiana has its own governing board. The Indiana Commission for Higher Education plans and coordinates public postsecondary education, defines educational missions, reviews operating and capital budget appropriation requests, approves or disapproves new branches or campuses, reviews existing programs and approves or disapproves new certificate and degree programs. The commission also reviews the budget requests of the State Student Assistance Commission.

The commission has 12 members appointed by the governor. Each member is appointed for a four-year term, and each congressional district must be represented. Commission members may not be employees of Indiana educational institutions, of the State or any political subdivision of the State. The staff includes the office of the commissioner, and units for academic affairs, financial affairs, and planning and policy studies.

ENROLLMENTS

The fall headcount enrollment of Vincennes University increased from 3,838 in 1977 to 8,288 in 1987. Total headcount enrollment for Indiana Vocational Technical College grew from 16,019 in the fall of 1977 to 27,678 in the fall of 1987. Fall FTE enrollment at Vincennes University, including the extension and Jasper enrollments rose from 3,707 in 1976 to 6,000 in 1987. Indiana Vocational Technical College's fall FTE enrollment totaled 9,190 in 1976 and increased to 15,220 in 1987. Annual FTE enrollments at Vincennes University were 3,586 in 1978-79 and 6,081 in 1986-87. Total Indiana Vocational Technical College annual FTE enrollments were 12,290 in 1978-79, and increased to 17,263 in 1986-87.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Commissioner
Indiana Commission for Higher Education
101 West Ohio Street, #550
Indianapolis, Indiana 46204
TELEPHONE: (317) 232-1900

REFERENCES

Palmer, Jim, (Ed.) (1988). *AACJC Guide to Community Technical and Junior Colleges*, American Association of Community and Junior Colleges. National Center for Higher Education. Washington, D.C.

Ingle, Clyde, R. (January, 1988). "Indiana Commission for Higher Education." Indianapolis, Indiana.

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IOWA
SYSTEM OF MERGED SCHOOLS

by

CHARLES MOENCH
Iowa Department of Education

SUMMARY

The merged area schools in Iowa that are authorized by Chapter 280A, Iowa Code, constitute a state-wide system of public two-year postsecondary educational institutions that are popularly referred to as area colleges. Each of the 15 area colleges serves a multi-county merged area and all counties in the state are now included in these merged areas. Fourteen of the area colleges are organized as area community colleges and one is organized as an area vocational school. One of the 14 area community colleges (Merged Area I) is approved to offer a limited arts and science program leading to the associate in science degree.

The statement of policy describing the educational opportunities and services to be provided by area colleges is included in Section 280A.1, Iowa Code. This statement of policy identifies the following 11 items but does not limit the area colleges to those 11.

1. The first two years of college work including preprofessional education.
2. Vocational and technical training.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private.
6. Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.
7. Student personnel services.
8. Community services.
9. Vocational education for persons who have academic, socioeconomic, or other handicaps which prevent succeeding in regular vocational education programs.
10. Training, retraining, and all necessary preparation for productive employment of all citizens.
11. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

HISTORY

The first two-year postsecondary educational institution in Iowa was established in the Mason City schools in 1918. At the time this junior college was organized there was no law authorizing this type of educational program. Mason City Junior College proved to be successful and was accredited by the North Central Association of Colleges and Schools during the following year.

Additional public junior colleges were organized beginning in 1920 and the movement spread rapidly, until, by 1930, at least 32 towns and cities in Iowa had organized public junior colleges as part of their public school systems. The Iowa public junior college movement reached its crest in 1927 when nine public junior colleges were organized. After the year 1930, no public junior colleges were organized until 1946, when Clinton Junior College was founded.

In 1927, the 42nd General Assembly passed the first law authorizing the establishment of public junior colleges. The law permitted the establishment of schools of higher order than an approved four-year high school course. The schools had to be duly authorized by the voters and approved by the state superintendent of public instruction. Such schools were able to include postsecondary courses of one or two years. The state superintendent was authorized to prepare standards and provide adequate inspection of these junior colleges.

In 1931, the 44th General Assembly approved the first restriction to the development of public junior colleges. This legislation prohibited the establishment of a public junior college in any school district having a population of less than 20,000. The 49th General Assembly in 1941 reduced the population requirement to 5,000.

In anticipation of the difficulty junior colleges might have in the depression years of the 1930s, the 45th General Assembly in 1933 passed legislation which provided that nothing in the Iowa code could prohibit a school board from temporarily discontinuing a junior college and then opening it again at a later date. The expected enrollment decline did not materialize; enrollments actually increased during these years.

In 1949, the 53rd General Assembly established the concept of school aid to junior colleges by approving the payment of twenty-five cents per day of attendance for each student enrolled for 12 or more semester hours. In 1957, the 57th General Assembly increased the amount to $1.00 per day. The 59th General Assembly in 1961 further increased state aid to $1.15 per day for non-residents.

Between the years 1918 and 1953, 35 different public junior colleges were established through the operation of public school districts. Some of these colleges closed, although 10 of the closed colleges later reopened. The enrollment trend steadily increased over the years with the exception of the World War II years. During the 1955-66 decade, which immediately preceded the initiation of area colleges, enrollment almost quadrupled. By 1965, 16 public junior colleges were operating in Iowa and the total enrollment during the fall semester of the 1965-66 school year was 9,110. The colleges operated by local public school districts, were administered by a dean who reported directly to the local superintendent. The colleges offered college parallel programs equivalent to the first two years of the baccalaureate program and a limited number of occupational programs and adult education opportunities.

The 16 public junior colleges operating during 1965 were located for the most part in small communities, which curtailed the tax base and the bonding capacity for the support of the colleges. According to the 1960 census, not one of these junior colleges was located in any of the seven most populous counties in the state.

The public junior colleges were confronted with several problems. They were an expansion of a local school district curriculum and, as a result, many of their activities were entwined with those of a local school. Many, if not all, of the staff held dual teaching assignments in the local high school and in the junior college. Separate facilities for the public junior colleges were usually not available, and the local board of directors ordinarily gave the major part of its attention to the elementary and secondary education programs.

In 1958, Congress initiated a development parallel with the public junior college movement. Title VIII of the National Defense Education Act (NDEA) made federal funds available to states on a matching basis to develop area vocational programs. To implement this legislation, the State Board of Public Instruction modified the state vocational education plan to make local school districts and Iowa State University eligible to operate as area schools. In 1961, the 59th General Assembly passed legislation intended to increase the availability of vocational programs in area vocational-technical schools. This legislation included a specific allocation of funds to develop area vocational programs under NDEA's Title VIII, a designation of area vocational-technical high schools, and the authorization for tuition students to attend these schools and programs.

The State Board of Public Instruction eventually designated a total of 15 schools as area vocational-technical high schools. These schools were also designated as area schools for the purposes of Title VIII. They were also used to initiate programming for the Manpower Development and Training Act. A total of 1,816 full-time day students enrolled in postsecondary vocational programs for the 1965-66 school year; the majority entered programs administered by agencies operating the area vocational-technical high schools or programs.

Even though public junior colleges and area vocational-technical high schools offered some opportunities for college parallel and preparatory vocational education program, enrollment opportunities were limited for most Iowans. These limitations had long been recognized and, in 1959, the 58th General Assembly appropriated $25,000 to the Iowa Legislative Research Bureau to make a policy study of the needs of higher education in Iowa. This small appropriation limited considerably the depth of the study.

The Legislative Research Bureau employed Raymond C. Gibson, professor of higher education at Indiana University, to direct the project. Gibson submitted a four-volume report and summary to the 59th General Assembly. The volume on junior colleges recommended that the General Assembly authorize the establishment of regional community colleges where there would be 500 students. It also recommended that the state pay at least half the cost of building and operating the colleges.

The report did not provide recommended enabling legislation, but it did provide encouragement for the General Assembly to direct the Department of Public Instruction to conduct a two-year study on a statewide plan for the development of public area community colleges. As a result of Gibson's study the General Assembly directed the Department of Public Instruction to conduct a two-year study on a statewide plan for the development of public area community colleges and further indicated that the study should also investigate the availability of vocational and technical education in Iowa high schools and provide recommendations for improving this education.

The Department of Public Instruction submitted its report, *Education Beyond High School Age: The Community College*, to the General Assembly in December, 1962. The report made recommendations and proposed enabling legislation. It recommended restructuring the county educational system and forming 16 area education districts with boundaries of these districts drawn along existing school district lines. The districts, operating at an intermediate level of administration, were intended to provide complementary programs and services to the local school districts. It was envisioned that the area districts would also serve as a legal structure through which a statewide system of area colleges could be developed.

Each of the proposed area education districts was identified and defined around minimum criteria intended to insure enough human and financial potential to adequately offer programs of both intermediate and community college education. These criteria are summarized as follows:

1. Recognition was taken of the cultural, social, and economic community characteristics existing in an area or region.

2. The area must have the capability of establishing a single administrative structure for its public area community college with an attendance center or centers located so as to be within one-hour's driving time of the majority of the students to be served.

3. The area needed to possess a minimum assessed taxable valuation of $150,000,000.

4. A minimum area school enrollment of 5000 public, private, and parochial students in grades 9 through 12 was required.

The 60th General Assembly, in 1963, took no action on the report. However, an interim legislative committee studied the problems of providing adequate programs of vocational education during the two-year period between sessions. This committee arrived at the conclusion that it would be appropriate to put vocational and two-year college education together in a single comprehensive system. Staff of the Department of Public Instruction, working closely with various groups throughout the State, arrived at conclusions similar to those of the interim committee. Passage of the Vocational Education Act of 1963 provided additional impetus to this planning.

After receiving the interim committee's report in 1964, the 61st General Assembly in 1965 approved Senate File 550 permitting the development of a statewide system of two-year post-secondary educational institutions identified as merged area schools. Senate File 550 became Chapter 280A, Iowa Code. It specified that the Department of Public Instruction was to direct the operation of the development of merged area schools; the merged area schools were to be organized by merged areas which included two or more counties; the county boards of education were to plan for the merger of county school systems or parts thereof, provided that no local school district be part of more than one merged area; each merged area would have a minimum of 4,000 public and private pupils in grades nine through twelve; and merged areas were authorized to develop merged area schools as either area community colleges or area vocational schools. In addition, the legislation limited the number of merged area schools to no more than 20 and this number was reduced in 1967 to no more than 17.

Senate File 550 did not provide for the creation of an intermediate level of administration to provide complementary programs and services to the local school districts. It wasn't until 1974 that the General Assembly approved a bill to eliminate the county school districts and replace them with 15 area education agencies.

The legislation authorizing the merged area schools that are now popularly referred to as area colleges provided for fiscal support for the area colleges through a combination of student tuition, federal, state, and local funds. These resources included a local three-quarter mill levy on the property within the merged area for operational purposes and an additional three quarter mill levy for the purchase of sites and construction of buildings. The levy for sites and construction required approval by a majority of those voting in the merged area and was initially available for a period not to exceed five years; later changed to ten years. State general aid was distributed to area colleges on the basis of $2.25 per day for the average daily enrollment of full-time students and the full-time equivalent of part-time students who were residents of Iowa. The 63rd General Assembly changed this formula in 1969 to provide for the payment of state aid equal to the full-time equivalent enrollment determined on the basis of actual contact hours of instruction. The individual area colleges were provided authority to establish tuition rates except that tuition was not to exceed the lowest tuition rate charged by the three state universities. In addition, tuition for non-residents was established at not less than 150 percent and not more than 200 percent of the tuition for residents.

The legislation approved in 1965 was rather enthusiastically received. The Department of Public Instruction received the first plan for an area college on July 5, 1965, one day after the legislation was effective. Plans from the other area colleges followed in quick succession. Fourteen area colleges were approved and organized in 1966 and a 15th in January, 1967. Substantially all of 92 counties were included in the 15 area colleges as initially approved. Fourteen of these area colleges began operation during the 1966-67 school year. The remaining seven counties also joined the merged areas in subsequent years with the last merger taking place in the spring of 1971.

At the present time, nine of the area colleges are operated as multi-campus institutions and the 15 area colleges operate a total of 28 major campuses. In addition, area colleges operate courses and programs at many additional sites throughout the merged areas, frequently in conjunction with local school districts and other agencies.

Two area colleges developed educational services contracts with independent colleges during the 1978-79 school year that later led to merger agreements. These merger agreements became effective during the 1979 fall term when Palmer Junior College merged with Eastern Iowa Community College District, and Ottumwa Heights College merged with Indian Hills Community College. Both of these mergers were assisted by appropriations from the General Assembly.

Six of the area colleges have reciprocity agreements with institutions in adjacent states to provide reduced tuition opportunities. All area colleges also have a variety of educational services contracts with other public and private educational institutions within the state including many agreements to provide instructional programs to clients from human service agencies.

Each of the area colleges cooperates with local school districts within the merged areas to identify and to offer needed programs for students from the local districts including both academic and vocational courses.

Area colleges have also been very actively involved in economic development activities within the state. Each of the area colleges offers customized training programs for business and industry. The area colleges also have the responsibility for operating the Iowa Industrial New Jobs Training Program. This program provides customized training for industries that are employing new workers and is funded through a rather innovative funding system that is funded through resources derived from certificates that are later repaid from a part of the withholding tax from wages of new employees and from incremental property taxes. In addition to these types of economic development activities, eight of the area colleges also serve as administrative entities for the service delivery areas of the federal Job Training Partnership Act and several have initiated plans for incubator centers that will support small and emerging businesses to improve their chances for success.

GOVERNANCE

The area colleges are governed by a local board of directors elected from director districts of equal population within the merged area. The local boards of education for area colleges vary from five to nine members. The length of the term of a board member is three years.

The local boards have the responsibility for the operation of the area college and develop and enforce the local policies and rules, not inconsistent with state law and administration, teachers, other personnel, and the students of the college. The local board has the responsibility for determining the curriculum to be offered and appoints the superintendent (chief executive officer) of the area college. The local board has the responsibility for the day to day operation of the local area college. Prior to 1975, the maximum salary of the superintendent of an area college was established by the General Assembly. In 1975, the salary limitation in the Iowa Code was removed and the local boards were given the authority to set salaries.

At the state level, the regulation and coordination of area colleges is the responsibility of the State Board of Education and the State Department of Education. The State Board of Education is a nine-member board appointed by the governor subject to confirmation by the senate. Not more than five members of the state board may be of the same political party. The members of the state board hold no other elective or appointive state office, and in order to preserve the lay character of the board, no person, the major portion of whose time is engaged in professional education or who derives a major portion of the person's income from any business activity connected with education, is eligible for membership on the state board. The members of the state board must include at least one member who has substantial knowledge related to vocational and technical training and at least one member who has substantial knowledge related to area colleges. The terms of the members of the state board are six years in length.

The state board is required to hold at least six regular meetings each year. Ordinarily, the board will meet monthly.

The State Board of Education also serves as the State Board for Vocational Rehabilitation, the State Board for Vocational Education, and the State Board of Educational Examiners. The board also has the responsibility for the regulation and coordination of elementary and secondary education school districts, the intermediate area education agencies that provide services to local school districts, and the operation of vocational rehabilitation services statewide.

The state board has broad general powers and duties such as the adoption of policies for programs and services of the department pursuant to law, the adoption of necessary rules for carrying out the responsibilities of the department relative to appeals aggrieved by decisions of boards of directors of school corporations, development of plans for restructuring school districts, area education agencies and area colleges, and the updating annually of a five-year plan for the achievement of educational goals.

The state board has specific responsibilities for the approval of area college instructional programs, the approval of college budgets, and the joint approval procedure for area colleges that is conducted in conjunction with the State Board of Regents, the governing board of the three state universities and the Iowa School for the Deaf and the Iowa Braille and Sight Saving School.

The chief executive officer of the Department of Education is the state director of education. The director is appointed by the governor subject to confirmation by the senate and has broad responsibilities for the supervision of the educational agencies regulated and coordinated by the State Department of Education. The director has specific responsibilities relative to area colleges that include approval of changes in boundaries, the administration of the allocation and disbursement of federal and state funds for acquiring sites and constructing facilities, the administration of the allocation and disbursement of federal and state funds for operating costs of area colleges, the approval of sites and buildings, the approval of a uniform system of accounting, and the approval of lease agreements. The director appoints the staff of the Department of Education including staff in the Bureau of Area Schools.

The Bureau of Area Schools is the unit within the Department of Education that has the major role in implementing the responsibilities of the Department of Education relative to area colleges. These responsibilities include the administration of state and federal funds for area colleges, the approval of instructional programs, the review of area college budgets, coordination of road construction projects with the Department of Transportation, administration of the state approval process of area colleges, and the responsibility for such other activities and services that may be delegated to the Department relative to area colleges.

FISCAL

The unrestricted portion of the general operating fund of the area colleges has four major resources of revenue. These four major resources are tuition and fees, local tax, state general aid, and reimbursement programs.

Tuition and fees for each area college are determined locally by the board of directors. The Iowa code requires that the tuition charged by an area college may not be more than the lowest tuition charged by one of the three state universities and that the tuition for non-resident students be at least 150 percent but not more than 200 percent of the tuition charged resident students. During 1986-87 year tuitions at area colleges range from a low of $810 to a high of $1020 for a school year of either two semesters or three quarters. The average tuition of the 15 area colleges is $937.

Each area college is authorized to levy a local tax for the general operating fund of 20.25 cents per thousand dollars of assessed value. In addition, each area college is also authorized to levy an additional tax of three cents for equipment replacement. Area colleges may also levy for the actual costs of tort liability and unemployment compensation.

The single largest source of revenue for the general operating fund of the area colleges is state general aid. In past years, state general aid has been appropriated on a line item basis which was essentially an incremental appropriation based on various funding procedures that frequently changed and lacked consistency. The appropriation request to the General Assembly was ordinarily not funded in full and, consequently, the final item appropriation usually was an amount equal to the amount appropriated in the preceding year plus an additional amount for allowable growth. Beginning with the

1988 fiscal year area colleges were funded through an enrollment driven foundation formula.

The two most significant and consistent reimbursement programs for the area colleges have been the state and federal vocational funds and the federal adult education funds. In Iowa, all of the federal adult basic education funds are allocated to area colleges. The area colleges also receive a substantial amount of the federal vocational funds made available through a grant to the state of Iowa (61.7 percent of the federal vocational allocation for fiscal year 1987). State vocational education funds were allocated to area colleges until fiscal year 1988 when these funds were "folded" into the state aid received from the foundation formula.

The follow chart identifies the source of revenue for the unrestricted portion of the general operating fund of area colleges both in total and percent for fiscal year 1988.

Revenue Sources	Amount	Percent
Student Fees	$ 4,589,713	2.96%
Tuition	$ 41,729,442	26.83%
Local Support	$ 15,937,702	10.25%
State General Aid	$ 74,298,897	47.78%
State Vocational Aid	$ 858,515	0.55%
State Aid, Other	$ 1,303,013	0.84%
Federal Vocational Aid	$ 3,114,292	2.00%
Federal Special Needs Aid	$ 2,687,556	1.73%
Other Federal Funds	$ 2,927,553	1.88%
Sales and Services	$ 2,274,104	1.46%
Other Income	$ 4,605,821	2.96%
Total	$154,326,608	99.27%
Use of Fund Balance	$ 1,189,007	0.76%
Grand Total Revenue	$155,515,614	100.00%

In addition to the revenue identified for the unrestricted portion of the general operating fund, there is additional revenue received in the restricted portion of the general fund. The restricted portion of the general fund includes revenue for programs that is restricted to certain activities and services. The largest single source of revenue in this portion of the general operating fund is the revenue to repay the certificates that are sold for support of customized training programs for the training of new employees. The total amount of revenue in fiscal year 1988 for the restricted portion of the general operating fund was $40,318,543.

The following chart identifies the expenditures by function of area colleges for the unrestricted portion of the general operating fund for fiscal year 1988.

Expenditures by Function	Amount	Percent
Liberal Arts and Sciences	$ 25,204,808	16.88%
Vocational Technical	$ 54,338,371	35.00%
Adult Education	$ 17,509,882	11.28%
Cooperative Programs/ Services	$ 2,331,885	1.50%
Administration	$ 8,524,453	5.49%
Student Services	$ 10,802,158	6.96%
Learning Resources	$ 5,356,039	3.45%
Physical Plant	$ 16,109,750	10.38%
General Institution	$ 14,073,639	9.07%
Total Disbursements	$155,250,985	100.00%

The major categories of expenditures for fiscal year 1988 for the unrestricted portion of the general operating fund is identified in the following chart.

Expenditures by Category	Amount	Percent
Salaries	$117,537,700	75.17%
Services	$ 23,070,507	14.85%
Materials, Supplies & Travel	$ 9,156,441	5.90%
Current Expenses	$ 1,166,214	0.75%
Capital Outlay	$ 4,320,045	2.78%
Total Disbursements	$155,250,977	100.00%

Area colleges may levy for as long as 10 years for the plant fund an additional 20.25 cents per thousand dollars of assessed value with the consent of a majority of the electorate voting. These funds may be used for acquisition of sites and buildings. There is also authorization for area colleges to use bonding for the plant fund if the bonding proposal is approved by 60 percent of the electorate voting. Two area colleges (merged areas XIV and XV) have approved bond issues.

The 1986 session of the General Assembly approved a new foundation formula for funding area colleges. This foundation formula is now included in chapter 286A of the Iowa code. The basic concepts in the foundation formula include the following:

> The foundation formula is enrollment driven of the basis on contact hours of instruction.
>
> The foundation formula is driven by a three-year rolling average of contact hours eligible for state general aid.
>
> The base year or foundation year for the formula is fiscal year 1986.

The base cost for the instructional cost centers is the state average cost of programs less capital outlay during fiscal year 1986. (These base costs are then are reduced to 65 percent of costs since the state foundation support level is 65 percent.)

The foundation level is 65 percent of program costs except for the two smallest area colleges that have 70 percent support level.

The 65 percent foundation level is supported by state general aid and the local 20.25 cent tax for the general operating fund.

The foundation formula has five instructional cost centers which include:

Adult Basic Education/High School Completion
Vocational Supplementary Programs
Continuing and General Education Programs
Arts and Sciences Programs

The allowable support for each instructional cost center is determined by multiplying an amount equal to 65 percent of the direct cost of the instructional cost by the three-year rolling average of contact hours eligible for state general aid.

The foundation formula also includes the following four indirect functions.

General Institutional
Student Services
Physical Plant which is divided into maintenance and utilities
Library

The four indirect functions are supported at the 65 percent level.

The amount allowable in the general institutional function is 13.96 percent of the total institutional costs reduced to the 65 percent level.

The amount allowable in the student service function is determined by multiplying the contact hours eligible for state general aid by 65 percent of the state average cost of the student services function.

The amount allowable in the physical plant function is determined on the basis of square feet for maintenance and cubic feet for utilities. The state average costs for maintenance and utilities, adjusted to 65 percent of cost, are multiplied by the number of square feet and, cubic feet, respectively to arrive at the allowable amount for each area college.

The amount allowable in the library function is equal to 3.33 percent of the allowable support level of the five instructional cost centers and the three indirect functions of general institutional, student services, and physical plant.

An additional adjustment of five (5) percent is also allowed for small colleges of less than one million contact hours and for the three colleges that have approved public radio stations.

> The allowable growth for the foundation formula in future fiscal years is identified as the same allowable growth for the foundation formula for the local school districts. (Chapter 442, Iowa Code).

The new foundation formula was first funded during fiscal year 1988. The formula is intended to provide a 65 percent level of state and local support for the state average costs less capital outlay expenditures for both the five instructional cost centers and the four indirect functions. The remaining funds to support the general operating fund are anticipated to come from tuition and fees, federal reimbursement programs, and miscellaneous sources of revenue.

PROGRAMS

Area colleges offer a very comprehensive curriculum. Fourteen of the area colleges are approved as area community colleges and one is approved as an area vocational school. The major difference between the curriculum offered by the area community colleges and the area vocational school is the omission of the arts and science (college parallel) courses and programs for the area vocational school. One of the area community colleges has a limited community associate in arts degree but, instead, it is approved to offer the associate in science degree for career option programs. Two changes in the status of area colleges to "full community college status" were approved at the February and August 1988 meetings of the State Board of Education. These approvals were not popular with some members of the General Assembly and some restrictive language was approved in 1989.

The State Board of Education has the responsibility for approving courses and programs of instruction in area colleges. At the present time, state board approval is requested for each of the preparatory career programs that prepare individuals for immediate entry level employment, the college parallel career option programs that prepare people for immediate entry level employment and that are also designed to be transferable to a baccalaureate degree program, the initiation of a new campus, and the change in status of an area vocational school to an area community college. The state board at an earlier date provided approval for area colleges to offer courses as may be required in adult basic education, high school completion, supplementary career education which includes courses to upgrade the skills of employed individuals, and continuing and general education courses which include the avocational and recreational courses that are not eligible for state general aid.

The major instructional programs offered by the area colleges may be classified according to the following ten major categories of programs.

1. Adult basic education and high school completion courses that are intended to provide basic literacy skills for under-educated adults and the completion of high school either through preparation for the high school equivalency diploma examination of the completion of high school credit courses leading to the adult high school diploma.

2. Continuing and general education courses that are eligible for state general aid that are included in seven major categories of programming identified by the Department of Education.

3. Supplementary vocational courses that are designed to upgrade skills of employed individuals that also include the related education courses for apprenticeship programs.

4. The arts and sciences (college parallel) courses intended to transfer as the first two years of a baccalaureate degree program and the career option programs that provide immediate entry level employment skills as well as transfer options into baccalaureate degree programs.

5. Preparatory vocational programs that include the full-time programs that lead to entry level employment as well as the programs that are designed specifically for students to complete entry level employment preparation through part-time preparatory vocational programs and the short-term preparatory vocational programs that are 120 contact hours or more in length but less than a full term.

6. The special needs programs and services designed to assist disadvantaged and handicapped students that include programs and services funded from the special needs allocation of federal vocational education funds as well as support for specific functions such as sheltered workshops and assessment centers.

7. The customized training programs designed to prepare new employees for new and expanding industries. These programs are supported from various special state programs such as the Iowa Industrial New Jobs Training Act, and the Iowa Small Business New Jobs Training Act and federal vocational education funds.

8. Courses and programs that are offered for students in local secondary school districts. These programs include exploratory and preparatory vocational programs as well as courses in academic disciplines.

9. The avocational and recreational courses that are not eligible for state general aid.

10. Courses and programs for individuals who are institutionalized such as incarcerated persons and those residing in health care and custodial facilities.

All area colleges also offer a variety of community services that are structured to meet the needs of the local merged areas. Included in these services are the public radio stations that are operated by four area colleges in merged areas V, X, XII, XIII.

The state is presently implementing a statewide system of educational telelinks. This narrowcast telecommunications system will utilize the area colleges as the local focal points for a system that will include circuits with the capacity for interactive capability that will permit both the instructor and the students at other sites to both be seen and be heard. Four area colleges, merged areas III, V, IX, and X, are currently operating portions of this system.

Area colleges are authorized to offer five degrees. These degrees are the associate in arts and the associate in science that are offered for students completing arts and sciences programs, the associate of applied arts and the associate of applied science degrees that are offered to graduates of the preparatory vocational programs and the associate in general studies degree which is a degree that can be used for recognizing completion of a specialized degree program which may incorporate courses from both the arts and sciences and the preparatory vocational programs. Area colleges are also authorized to offer diplomas which are usually offered for programs of one year or more in length that do not lead toward an associate degree and certificates for the other programs offered.

The associate in arts degree has a specific core requirement since this degree is articulated with the degrees offered by the three state universities and will transfer as the first two years of a baccalaureate degree program including completion of the undergraduate lower division general education requirement. The requirements for this degree are:

A minimum of 60 semester hours of courses designed and acceptable for transfer, with the understanding that 16 semester hours of vocational courses may be included.

A distribution of 40 semester hours within the following general divisions:

Communications - 8 semester hours
Humanities - 8 semester hours
Math and/or science - 8 semester hours
Social science - 8 semester hours
Distributive requirement - 8 semester hours taken from the above four divisions

The remaining 20 semester hours must be taken from arts and sciences electives designed and acceptable for transfer, with the understanding that 16 semester hours of vocational courses may be included.

A minimum cumulative grade point average of 2.0 on all courses acceptable for transfer.

Area colleges reported 14,417 students completing preparatory career and college parallel programs during fiscal year 1987. Included in this total were 644 students from secondary schools enrolled in jointly administered programs. The type and number of awards reported for fiscal year 1987 are identified in the following chart.

Award	Total
Associate in Arts	2,040
Associate in Applied Arts	382
Associate in Applied Science	3,019
Associate in General Studies	66
Associate in Science	707
Certificates	2,954
Diplomas	3,149
Other Completions	2,100
TOTAL	14,417

ENROLLMENT

Enrollments in area colleges are reported as headcounts for individual terms as well as enrollments for the fiscal year that are reported both as head counts and full-time equivalent enrollments.

The full-time equivalent enrollment is determined from the following formula which was also the basis of a funding formula for area colleges in past years; a formula that was never fully implemented.

The full-time equivalent enrollment means the quotient of the total number of reimbursable hours carried by residents of the state attending a single area college, divided by 540, which represents 18 reimbursable hours per week for a period of 36 weeks.

Reimbursable hour means any of the following:

> One contact hour of lecture in an approved course in arts and sciences or vocational-technical education.
>
> Two contact hours of laboratory in an approved course in arts and sciences or vocational-technical education.
>
> Two contact hours in an approved course in adult education that is eligible for state general aid, except that basic adult education, high school completion, and college credit courses that qualify as lecture courses will be reimbursed on a one contact hour basis. Courses dealing with recreation, hobbies casual culture, or self-enjoyment subjects shall not be eligible for reimbursement.

This formula was used for reporting full-time equivalent enrollments since fiscal year 1972. The formula has now been deleted from the code but it is currently being used to identify full-time equivalent enrollments for the 1989 fiscal year. The formula may be changed in the future to develop a formula that is more compatible with the new foundation formula approved by the General Assembly.

Fall term enrollments in area colleges have increased from 12,419 in 1966 to 44,703 in 1987. The distribution of enrollments during the 1987 fall term include the following.

Vocational Preparatory	Career Option	Arts and Sciences	Secondary Programs	Other	Totals
18,440	3,620	20,814	1,642	187	44,703

The 1987 fall term enrollment represents an increase of 2,313 over the enrollment of the previous fall term.

The full-time equivalent enrollment of area colleges increased from 11,134 in fiscal year 1967 to 53, 026 in fiscal year 1987. The total full-time equivalency reported for fiscal year 1987 included a full-time headcount of 41,122 and a part-time headcount of 474,167. The part-time enrollment includes registrations and consequently is not an unduplicated head count. The full-time equivalency includes enrollments in the following major categories.

Category	FTEE
Arts and Sciences	15,902
Adult Basic Education and High School Completion	6,780
Continuing and General	982
Cooperative Programs and Services	861
Vocational Preparatory	23,907
Vocational Supplementary	4,594

The continuing and general education category of enrollment also includes the avocational and recreational courses that are not eligible for state general aid and the cooperative programs and services category that includes both the programs administered for students in local school districts as well as the customized training programs to train new employees that are funded from the Iowa Industrial New Jobs Training Program and the Iowa Small Business New Jobs Training Program.

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KANSAS

by

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Kansas has 20 public community and junior colleges, including one Indian junior college, and one public technical institute.

Highland Community College, the oldest public two-year institution in the state, was established in 1858. The State Board of Regents serves as the coordinating board for the community colleges and is the governing board for the technical institute.

Public two-year colleges in Kansas enrolled approximately 45,000 students in 1987. Of nearly 6,400 degrees awarded in 1987, 29 percent were in general studies and 17 percent were in health fields.

Average tuition and fees are $537, and about 12 percent of education and general revenues come from tuition.

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KENTUCKY

by

BEN E. FOUNTAIN

SUMMARY

The Community College System of the University of Kentucky is comprised of 14 institutions. Each college has a president. Local advisory boards for each institution are appointed by the governor. Enrollment in 1987-88 is more than 29,000 students. Career programs, college transfer, and community services emphasizing adult and continuing education are offered by the community colleges. The system is headed by a chancellor who reports to the president of the University of Kentucky.

The objectives of the University of Kentucky Community College System are set forth in the 1986-87 catalog as follows:

1. To offer career-oriented programs designed to prepare students for immediate technical or semi-professional employment. These programs are usually completed in two years, and are composed of about one-half general education courses and the other half of semi-professional or technical education. The associate in applied science degree is awarded upon completion of the curriculum.

2. To offer curricula for the first two years of a baccalaureate program. Courses parallel university offerings and are transferable to the Lexington campus of the University of Kentucky or to another four-year institution either public or private. At the conclusion of the prescribed curriculum, the associate in arts degree or associate in science degree may be awarded.

3. To provide general educational opportunities for citizens in their immediate areas. These programs include evening classes, workshops, seminars, short courses, concert series, exhibits, lectures, dramatic presentations, and festivals to meet in-service, re-education, and cultural needs of the community.

HISTORY

In 1962, the General Assembly of Kentucky, through the leadership of Governor Bert T. Combs, enacted legislation mandating the formation of a system of community colleges and entrusted the Board of Trustees of the University of Kentucky with the operation of such a system. At the same time, the legislature recommended five sites for future colleges.

There were two reasons for giving the operation of the system to the University of Kentucky Board of Trustees. The first was the recognition that as the governing board of the state's land grant university, the University of Kentucky Board of Trustees already had the responsibility for the planning and operation of state-wide programs. The second reason was the recognition of the existence of the five extension centers then being operated by the University of Kentucky. Between 1948 and 1962, the University of Kentucky had opened four extension centers at Covington, Cumberland, Fort Knox,and Henderson and assumed the responsibility of the municipally run Ashland Junior College.

In creating a system of community colleges, the 1962 General Assembly abandoned the extension center philosophy of the program then operated by the University of Kentucky and committed the state to a comprehensive community college program. A three-fold function of career-oriented technical programs, pre-baccalaureate education and adult-continuing education was called for in the enabling legislation.

In July 1964, the University of Kentucky, guided by the leadership of its sixth president, Dr. John W. Oswald, provided for both the operation of a university system and a community college system under the board of trustees. The community college system operates as an autonomous system with the determination and administration of its academic programs separate from those of the university system. The chief administrative officer of the community college system is a chancellor who is directly responsible to the president of the university.

New community colleges opened at Elizabethtown and Prestonburg in 1964, bringing the total number of campuses under the new system to seven. Total enrollment that fall was 2, 876 students; an increase of 67 percent over the previous year. Then in 1965 new community colleges opened at Hopkinsville and Somerset.

The community college system continued its growth in all respects after 1964. After studies in 1965 and 1976 regarding the need for additional community colleges, recommendations concerning criteria to be used in establishing new community colleges were made tó the University of Kentucky Board of Trustees. These criteria were adopted by the board and submitted to the Council on Higher Education, the state's coordinating and planning body for public institutions of higher education. Acting on the council's recommendation, the General Assembly amended the Community College Act to recognize the Lexington Technical Institute, which has been operating on the university campus since August 30, 1965; and to authorize new community colleges at Louisville and Maysville in 1966, one at Hazard in 1967, and the last one at Madisonville in 1968. These latter four units were subsequently established and opened for students in 1968.

In July 1968, Paducah Junior College, a municipally operated college founded in the 1930s, joined the community college system as Paducah Community College. This brought to 15 the number of units then operating under the University of Kentucky Board of Trustees.

The facilities of the Northern Community College, operated since 1948 by the University of Kentucky, were as of July 1, 1970, transferred to the administrative control of the newly-formed Northern Kentucky State College. This reduced to 14 the number of units operating under the University of Kentucky Community College System.

Effective with the 1972 fall semester, the Fort Knox Community College was changed to a four-year residence instruction center which is under the administrative control of the University of Kentucky dean of extension. Also in the fall of 1972, a sub-unit of Jefferson Community College began operation. The Southeast Campus of Jefferson Community College was opened in response to the request for more educational opportunities made by the citizen of the southwest section of Jefferson County. The operation was temporarily housed in a high school and operated in the late afternoon and evening hours, serving mainly part-time students. A permanent facility was designed and constructed and the new campus was officially opened during the summer of 1980.

In 1968, the General Assembly authorized the establishment of two additional community colleges, at Glasgow and Carrollton; however, funds were never appropriated for their activation.

The University of Kentucky Board of Trustees in December, 1983, changed the status of the Lexington Technical Institute to that of a community college. Effective July 1, 1984, the institute became Lexington Community College. Transfer courses were added to the educational program which, formerly, had been limited to technical programs.

In 1986, Owensboro Community College was established as a separate community college.

At the present, the University of Kentucky Community College System is comprised of 14 community colleges. One of these colleges, Jefferson Community College, also has a branch campus.

GOVERNANCE

The University of Kentucky consists of the university system and the community college system. The two systems operate under the board of trustees and a president. The chief executive of the community college system is the chancellor.

The board of trustees is comprised of 20 members. Sixteen are appointed by the governor. Two faculty members are elected by the university campus at Lexington. One board member is elected by the community college system faculty. One student member comes from the Lexington Campus.

FISCAL

Total current fund revenues for 1986-87 were nearly $52,000,000 (including just over $5,000,000 in Pell Grants). Over $29,000,000 of the total came from state funds and nearly $10,000,000 were derived from tuition and fees. Less than $150,000 were derived from local sources.

The CCS is not funded by formula. Funds are requested from the legislature for specified needs.

In 1986-87, the typical full-time in-state student fee for one semester was $270.00.

PROGRAMS

Some 25 career programs are offered by the community college system. Two years of college transfer study are offered in the institutions. Successful completion of 60 semester hours of credit in major fields or professional curricula is required to achieve the associate in arts or associate in science degree. The cumulative grade point average must be at least 2.0 (c).

ENROLLMENT

Enrollment (headcount) increased to nearly 24,000 in 1984 from 2,876 in 1964. Full-time equivalents were 13,548 in 1984 and 1,954 in 1964.

Of the total 1984 enrollment, 10,568 were full-time (44.5 percent), 13,174 were part-time (55.5 percent), 12,724 were freshmen (53.6 percent), 5,754 (24.2 percent) were sophomores, and 5,255 (22.1 percent) were non-degree students.

Of the students enrolled, 8,493 (35.8 percent) were men and 15,249 (64.2 percent) were women. This was a very slight increase in the percentage of men over 1983 when 35 percent of the students were men and 65 percent were women. The proportion of women to men has been increasing for several years. Forty-nine percent of the men in 1984 were enrolled as full-time students, and 42 percent of the women were enrolled on a full-time basis. This was a slight decrease for both men and women in comparison to 1983 when 52 percent of the men were enrolled as full-time students and 44 percent of the women were full-time. In general, the percentage of full-time student enrollments has declined over the last decade even though the actual number of students has increased.

Six thousand, six hundred and eighty-four (28.2 percent) of the students were in transfer programs which lead to a baccalaureate degree while 11, 803 (49.7 percent) were enrolled in programs which lead to an associated in applied science degree. The remaining 5,255 (22.1 percent) were mostly part-time students who had no degree objective. Of the students enrolled in the transfer programs, 4,367 (65.3 percent) were full-time, while in the technical programs, 5,433 (64.0 percent) of the enrollment was full-time.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Chancellor
Community College System
University of Kentucky
Lexington, Kentucky 40506-0056
TELEPHONE: (606) 257-4751

REFERENCES

Hauselman, A. J. and Tudor, Dan (Eds.) (1985). *Compendium of Selected Data & Characteristics, University of Kentucky Community College System*. Lexington, Kentucky: University of Kentucky Community College System.

University of Kentucky Community College System and the Publications Bureau, University Information Services (1986). *1986-87 Community College System, University of Kentucky*. Lexington, Kentucky.

University of Kentucky (undated). *University of Kentucky Community Colleges, 20 Great Years and Growing*. Lexington, Kentucky.

LOUISIANA

by

BEN E. FOUNTAIN

The State of Louisiana has one public, comprehensive community college, Delgado Community College. There are three public, transfer-oriented two-year campuses under higher education board. The board of regents is the statewide coordinating agency for public colleges and universities.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Coordinator of Research and Data Analysis
Board of Regents
150 Riverside Mall, Suite 129
Baton Rouge, LA 70801-1303
TELEPHONE: (504) 342-4253

REFERENCES

Board of Regents. State of Louisiana (1984). *The Master Plan for Higher Education in Louisiana*. Baton Rouge, Louisiana.

Savage, Daniel D. (Ed.) (1987). *Community, Technical, and Junior College Statistical Yearbook*. American Association of Community and Junior Colleges. National Center for Higher Education. Washington, D.C.

MAINE

by

L. STEVE THORNBURG
Director, Eastern Main Vocational Technical Institute System

SUMMARY

The Maine Vocational Technical Institute System (MVTIS) serves the technical and vocational postsecondary needs of the citizens of Maine from six campus locations situated in Maine's largest population centers. The system office and the executive director are located in the state capital, Augusta. The six institutes are based in Auburn, Bangor, Calais, Fairfield, Presque Isle, and South Portland.

The mission and goals of the system, as defined in legislation that created the system, P.L. 1985 Chapter 695, reads: "The basic mission of the Maine Vocational Technical Institute System is to provide associate degree, diploma, and certificate programs directed at the educational, occupational and technical needs of the state's citizens and the work-force needs of the state's employers. The primary goals of post-secondary vocational technical education and the Maine Vocational Technical Institute System are to create an educated, skilled, and adaptable labor force which is responsive to the changing needs of the economy of the state and to promote local, regional, and statewide economic development."

HISTORY

Postsecondary vocational technical education in Maine began at the close of World War II. With veterans returning in need of training, Dr. Harry V. Gilson, commissioner of the Maine Department of Education, asked Deputy Commissioner Morris P. Cates to organize an adult training program. A $125,000 grant from Governor Horace A. Hildreth to the Board of Vocational Education created the Maine Vocational Technical Institute (MVTI) in Augusta in 1946. Eighty veterans enrolled in the class of 1947 in programs in automotive, electrical, machine, and radio. The laboratories were equipped with secondhand war surplus equipment. When the U.S. government decided to sell Fort Preble in South Portland, Gates and Commissioner of Education Harland A. Ladd convinced the Maine legislature to purchase the property and move the MVTI from Augusta to South Portland in 1952.

Capitalizing upon the Russian successes in the space race, the Bureau of Vocational Education developed a program entitled vocational technical education for the space age in 1962. This plan called for the creation of three new vocational technical institutes (VTIs) to serve specific regions of the state. With 78 students, Maine's second VTI opened its doors in Presque Isle in 1963 in old Air Force buildings acquired by the state. This institution was named Northeastern Maine Vocational Institute (NMVI).

The third VTI, Androscoggin State Vocational Institute (ASVI), opened its doors in 1964 in the old Buick building in Lewiston. Four different programs greeted the first class of 48 students. In 1966 the campus moved to Auburn on a 110-acre site overlooking Lake Auburn.

Eastern Maine Vocational Technical Institute (EMVTI) utilized the old Bangor High School building to begin offering classes in 1966. The campus move to a permanent location was approved in 1968. Using EMVTI as an example, uniform nomenclature was approved in 1965. The MVTI became Southern Main Vocational Technical Institute (SMVTI), ASVI became Central Maine Vocational Technical Institute (CMVTI), and NMVI became Northern Maine Vocational Institute (NMVTI).

A state bond issue established Washington County Vocational Technical Institute (WCVTI) in 1968. The Calais Armory hosted the first classes in 1969. The campus moved to a 400-acre site overlooking the St. Croix River in 1970. WCVTI opened its Marine Trade Center at Deep Cove in Eastport in 1977 with programs in boat building and other marine trades.

Kennebec Valley Vocational Technical Institute (KVVTI) began in 1970 by jointly using the Waterville Regional Vocational Center. Programming featured short-term and experimental courses. In 1978 KVVTI re-located in the Gilman Street Junior High School in Waterville. KVVTI moved to a 60-acre campus in Fairfield in 1983.

Beginning with SMVTI in 1974, all six VTIs are fully accredited by the New England Association of Schools and Colleges. SMVTI also led the way, in 1968, for all six VTIs to receive authorization from the State Board of Education to award associate of applied science degrees.

Questions concerning the governance of the VTIs arose in the late 1960s when the debate was underway over postsecondary education in the state. The state colleges and universities were organized into a statewide system in 1968. Proposals were made to incorporate the VTIs into the University of Maine System. Even though these proposals were rejected, the discussions began to raise questions as to the proper relationship of the VTIs with the University of Maine System.

Advocates of the VTIs argued that for the institutions to be more effective in economic development, there needed to be more flexibility in fiscal and personnel management, higher visibility at the state level in order to compete for state resources and to have a larger impact in policy determination, and coherent statewide planning without lessening local initiatives. The difficulty in meeting these objectives was attributed to the VTI's existence deep within the hierarchy of the Department of Educational and Cultural Services.

The 112th Legislature marked the beginning of major changes in 1984 when Senator Judy Kany introduced a bill to create a Department of Maine's Economic Future which would include a Bureau of Vocational Technical Institutes, while at the same time Representative Nathaniel J. Crowley, Sr. introduced a bill to establish the Department of Postsecondary Vocational Technical Education. The State Government Committee conducted extensive hearings and reported out a bill to create the Maine Vocational Technical Institute Administration. Both the House and the Senate passed the compromise bill, but Governor Joseph E. Brennan vetoed the bill saying a move of such magnitude needed further study.

New legislation was introduced and passed requiring review of the VTI governance issues. On June 28, 1985, P.L. 1985 Chapter 497 established an independent Board of Trustees of the Maine Vocational Technical Institutes. Following the mandate of the law, the trustees held public hearings in the summer and fall of 1985. The hearings resulted in a proposal to Governor Brennan, which he submitted to the Legislature in February, 1986.

Governor Brennan signed into P.L. 1985 Chapter 695, an act to establish the Maine Vocational Technical Institute System on April 16, 1986. Chapter 695 merged the six VTIs into a statewide system of postsecondary educational institutions governed by an independent board of trustees.

GOVERNANCE

The policy making authority of the system resides with the board of trustees. The governor appoints all members of the board to four-year terms of office. The governor's recommendations are subject to review by the joint standing committee of the legislature having jurisdiction over education and are subject to confirmation by the legislature.

The board is comprised of nine appointed voting members and two ex officio voting members. The following classifications represent the composition of the board: one from the State Board of Education; one from the board of trustees of the University of Maine; seven from the fields of business, industry, labor, education, and the general public; the commissioner of educational and cultural services (ex officio); and the director of the state development office (ex officio).

The members of the board elect a chair and a vice-chair to serve one-year terms. The board meets at least 10 times each year and at the call of the chair. The board can also meet at the request of a majority of the membership. A quorum consists of a majority of the members of the board. For any action to be officially taken, five members must be present and all vote affirmatively on the issue. The system's executive director serves as the secretary of the board.

The duties of the board include (1) developing and adopting policies for the operation of the system, (2) preparing and adopting a biennial, line-category, operating budget to be submitted to the governor and legislature, and (3) appointing the executive director. The executive director (1) provides leadership for the system, (2) implements the policies of the board, (3) nominates directors for the institutes, and (4) evaluates the directors and system personnel. Each institute director is responsible for (1) implementing the policies of the board, (2) administering the day-to-day operations of the institutes, (3) hiring and evaluating faculty and staff, and (4) preparing campus budgets. The executive director and the six VTI directors make up the administrative council, an advisory council to the board.

FISCAL

The funding sources for the Maine Vocational Technical Institute System include the state of Maine (68 percent), federal (9 percent), tuition fees, room, and board (9 percent), and other sources (14 percent). The total 1988-89 operating revenues were $32,545,474. State appropriations are based on a continuation budget basis. The legislature reviews new and expanded program budget requests in a separate budget bill each session.

Tuition for 1988-89 was $900 per year and for 1989-90 will be $1000 per year. Tuition may be higher in selected programs (medical laboratory, nursing, radiography). Five of the six VTIs have dormitories and room and board varies. Fees range from $100 to $200 per year and include the application fee, activity fee, accident insurance, health fee, yearbook fee, graduation fee, and laboratory fees.

PROGRAMS

Each VTI awards associate of applied science degrees, diplomas, and certificates in a wide variety of technical and vocational programs. New programs are proposed by each campus and an intent to plan notice is sent to the Maine Higher Education Council. Following public comment, the Academic Deans Council reviews the proposal and make recommendations to the Administrative Council. The Administrative Council reviews and recommends to the executive director, who recommends to the Education Committee of the board. New programs are approved by the board.

A major new focus for the system is to enhance the continuing education programming to provide customized training in business and industry to help keep the state's labor force up-to-date and competitive. Using the technical resources of each institute, the continuing education divisions are being encouraged to reach out and go off campus to provide technical training.

Four programs at each institute each year are closely examined to determine if they should be continued. Programs that are not meeting critical employment needs must be either revised or discontinued.

Degree and diploma requirements are established by each campus and approved by the board of trustees. Each campus follows the accreditation requirements of the New England Association of Schools and Colleges.

ENROLLMENT

The system counts students using an unduplicated headcount rather than a full-time equivalence (FTE). Full-time students are enrolled in degree/diploma/certificate programs taking 15 or more credit hours per semester. The full-time enrollment for 1987-88 was 2,818 students. Part-time students include credit students enrolled in less than 15 semester hours and all non-credit students. The part-time enrollment for 1987-88 was 15,995 students. Of the total part-time enrollment, 9,140 students were enrolled for 45 contact hours, for three credit hours, or for less of either. The number of unduplicated students served in 1987-88 totaled 18,813 students.

The occupational program areas with the largest enrollments include health programs, electrical/electronics, business technologies, engineering and construction technologies, occupational safety, and hospitality. The average age of full-time students has continued to rise with only about 50 percent coming directly from high school.

FOR ADDITONAL INFORMATION CALL OR WRITE

Executive Director
Maine Vocational Technical
Institute System
323 State Street
Augusta, ME 04330
TELEPHONE: (207) 289-1070

Director
Eastern Maine Vocational
Technical Institute
354 Hogan Road
Bangor, ME 04401
(207) 941-4600

MARYLAND

by

BEN E. FOUNTAIN

SUMMARY

The Maryland Community College System is comprised of 17 two-year comprehensive program institutions. Nearly 400,000 students were enrolled in 1985-86. Almost one-half of the students are enrolled in occupational programs. The stated goals of the system are:

1. To provide high quality career programs, courses, and student services.
2. To provide high quality transfer programs, courses, and student services.
3. To provide high quality education in the arts and sciences.
4. To provide high quality continuing education courses and student services.
5. To provide equal access to community college programs and services.
6. To operate efficiently without impairing the quality of programs and services offered.
7. To promote economic development through programs and services for Maryland business and industry.

HISTORY

The movement to establish a system of locally controlled public two-year colleges in Maryland gained momentum immediately following World War II. With the support and encouragement of the state board of education and the state superintendent of schools, Montgomery and Hagerstown, junior colleges began operation in 1946. One year later, Baltimore Junior College was established by the school system in Baltimore.

These three institutions served as the forerunners of today's system of 17 comprehensive community colleges. Prior to this time, only limited efforts had been made in Maryland to offer two-year college programs. In 1927, St. Mary's Female Seminary, then a public high school in St. Mary's City, was authorized to operate a junior college division and to award associate degrees. The initial effort at St. Mary's was followed a few years later by associate degree programs at three state teacher's colleges as an option for those not interested in teacher education. Two-year college centers also were established in Baltimore in the 1930s as part of emergency efforts during the Great Depression. All of these program ultimately were phased out.

Beyond the first three community colleges, eight additional institutions were created between 1946 and 1961. Much of the impetus for this expansion came about through recommendations of a series of study groups, including the Marbury, Pullen, and Curlett Commissions. From 1961 to 1970, five more community colleges were established, and in 1975 the seventeenth community college came into being on Maryland's lower eastern shore.

While no additional community colleges have been established in Maryland since 1975, efforts to increase geographical accessibility have continued. As an option to establishment of a community college, branch campuses have opened in three counties. These branch campuses, operating under contract with an existing community college, have been encouraged as a cost-effective mechanism for assessing citizen interest while offering a core of needed programs. With the branch campuses and the addition of another county to one of the state's two regional community college services currently are offered locally in 23 of the state's 24 political subdivisions. Only Somerset County has elected not to provide such services.

GOVERNANCE

The State Board of Higher Education coordinates postsecondary education in Maryland. The State Board for Community Colleges was established by the Act of the General Assembly in 1968. The board and agency became operational in 1969. The state board is comprised of eight Maryland citizens, seven of whom are appointed by the governor with the advice and consent of the Senate, for staggered six-year terms of office. In 1973, the General Assembly passed legislation to include a community college student as the eighth member for a one-year term of office, the student to be nominated by the community college presidents and appointed by the governor with the advice and consent of the Senate.

Title 16 of the Education Article of the Maryland Code establishes and provides for the operation of the state's community college system. Reposed in this statute are the following powers granted to and duties imposed upon the State Board for Community Colleges:

- To have full statewide responsibility for the community colleges;

- To establish general policies for the operation of the state's community colleges;

- To administer the program of state support for the community colleges;

- To administer the "Construction Program for Public Junior, Community, and Regional Community Colleges" under Acts of the General Assembly in accordance with procedures developed by the board and adopted by the Board of Public Works;

- To recommend, review, and advise on any proposal for the establishment of a new college;

- To study the problems of community college education;

- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;

- To assist the State Board for Higher Education in performing its duties as they relate to the community colleges;

- To establish and maintain a system of information and accounting for community college activities;

- To provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;

- To assist and represent the community colleges in seeking and administering federal money available to them;

- To coordinate relationships among the community colleges so as (1) to (i) assure the widest possible educational opportunities for students in this state; (ii) facilitate the transfer of students between the community colleges and the University of Maryland, the state universities and colleges, and other institutions of higher education; (iii) assure the most efficient use of State money; and (2) to designate any community college instructional program as a statewide or regional program;

- To coordinate relationships between the community colleges, the state and county public school systems, and the private high schools to (1) facilitate cooperation among them in the guidance and admission of students to the community colleges and (2) arrange for the most advantageous use of facilities; and

- To report annually to the General Assembly on its activities and the activities of the community colleges.

A professional staff of seven and a support staff of seven serve the State Board for Community Colleges.

FISCAL

Maryland provides at least 50 percent of capital construction funds for eligible community college projects. The state funds must be matched.

Operating funds totaled nearly $197,000,000 in 1984-85. Sources were: state aid, 34 percent; local aid, 35 percent; tuition and fees, 29 percent; other, 2 percent. The level of state support is based on the previous annual institutional enrollment plus an amount for each part-time student and a flat grant per college board of trustees. Regional community colleges and small institutions are allocated additional state support funds. The institutions also receive a per student grant for each Pell Grant recipient. The estimated cost per FTE student in 1985-86 was $3168.

PROGRAMS

Transfer programs are those curricula designed to prepare students for the continuation of their education in a baccalaureate-level institution. In Maryland these programs parallel the first two years of an undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education areas.

Under statutory and regulatory provisions, articulation agreements with the Maryland public four-year colleges and universities have been developed to insure adequate preparation and to facilitate student transfer. Articulation programs also have been developed with independent colleges and universities, both in Maryland and elsewhere. About one-third of community college students transfer to four-year institutions.

Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirement at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, public service, agriculture, and high-technology fields, such as data processing and electronics;

- Artisan, trade, and service levels within each of these fields.

Within the framework of occupational program, community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of 15 semester hours of arts and science courses distributed among the humanities, natural sciences and mathematics, and the social sciences. This general education component in occupational programs is typically transferable. Certificate programs must include 12 or more credit hours that stress the technical or manipulative requirements of an occupation. About one-half of the community college students are enrolled in one- and two-year occupational programs.

The first step in program development is the listing of projected programs in the state plan. Letters of intent to submit program proposals are due in the offices of the State Board for Community Colleges annually by June 15. Finally, following response and comment by the board, community colleges determine whether to submit a full program proposal, copies of which must be submitted to the board by November 1. Following action by the State Board for Community Colleges, programs that have been endorsed are submitted to the State Board for Higher Education for final consideration.

ENROLLMENT

Full-time equivalence is determined by dividing total credit and equated credit hours by 30.

Full-time students make up 26 percent of the enrollment. The average age of students is 29.1. Credit student enrollment has declined somewhat in recent years (99,584 headcount the fall of 1984 compared to 93,908 in 1986). Non-credit state supported enrollment has increased somewhat in recent years (214, 479 in 1984 compared to Fy 1984 compared to 303,735 in Fy 1986).

FOR ADDITIONAL INFORMATION CALL OR WRITE

Executive Director
Maryland State Board for Community Colleges
16 Francis Street
Annapolis, Maryland 21401
TELEPHONE: (301) 269-2881

REFERENCES:

Maryland State Board for Community Colleges (1986). *Databook*, Annapolis, Maryland.

Maryland State Board for Community Colleges (1985). *State Plan for Community Colleges in Maryland.* Annapolis, Maryland.

MASSACHUSETTS

by

TOSSIE E. TAYLOR
Associate Vice Chancellor for Academic Affairs

SUMMARY

The Massachusetts Public System of Higher Education is composed of 29 public colleges and universities. These institutions were established to ensure educational opportunities of high quality that are geographically accessible, affordable, and convenient.

Public colleges and universities have strong academic programs and are accredited by the New England Association of Schools and Colleges (NEASC). Strategically located throughout nearly all regions of the state, these institutions serve the needs of the populace and are accessible to everyone in the commonwealth. To make education more affordable, tuition at public colleges and universities is set at reasonable levels, and financial aid programs are available to help needy students. Diversity in the system is assured through its 15 community colleges, seven comprehensive state colleges, two specialized professional colleges, and five university campuses.

Mission and Goals

Consistently, community colleges share in the mission and goals of the entire system of public higher education mandated by legislation which established the Board of Regents of Higher Education, "to develop, foster and advocate a comprehensive system of public higher education of high quality, flexibility, responsiveness and accountability. This comprehensive system enables the citizens of Massachusetts to continue to choose among, and have access to, a broad spectrum of educational programs and services at all levels of institutions." The mission statement implies goals which include diversity, access, quality, responsiveness and accountability in the system at all levels, thereby being applicable to, and commensurate with, the more specific mission of community colleges. ". . . common to all community colleges is a commitment to excellence of academic instruction, open access, low cost and responsive and innovative educational programs of high quality for all persons in the commonwealth who wish to enroll and who have a high school diploma, GED, or who meet other minimum requirements. In addition, they provide education and counseling services to reduce the social, psychological, and financial barriers which discourage enrollment and program completion. By establishing a variety of programs, the community colleges respond to an increasing number of individuals whose goals, interests, abilities and backgrounds vary widely. Furthermore, the community colleges link the academic community with professions, business, industry, and human service agencies by identifying their needs and developing appropriate programs to respond to them. They also contribute significantly to the economic and cultural development of their regions."

All community colleges shall:

- provide a primary emphasis on excellence in instruction;

- provide associate degree programs which prepare individuals for paraprofessional, technical and service occupations;

- provide certificate programs in specialized career and vocational areas;
- have primary responsibility within the public system for basic skills assessment and developmental educational programs; and
- provide community service and continuing education programs, community development programs and services, special programs for business, industries and agencies, cultural activities and other programs, services and activities as are needed and appropriate for their service area.

HISTORY

The now defunct Board of Regional Community Colleges predates the current Board of Regents. The community college system developed relatively late in Massachusetts. The first initiative relative to community colleges occurred in March 1958 in a report by the State Commission on Audit of State Needs established under Chapter 38, Resolves of 1957 entitled, *Needs in Massachusetts Higher Education with Special References to Community Colleges*. The report recommended the establishment of a community college system to address a need for more diversity in, and access to, higher education in the commonwealth. The general court adopted the recommendation August 1, 1958, in Chapter 605 Acts of 1958 and enabling legislation was signed by the governor on October 6, 1958.

The audit report submitted as evidence for the need for a community college system served as the foundation for suggesting regions around the state where these institutions should be located. In an effort to meet this need, the newly formed Board of Regional Community Colleges, between fall of 1960 and 1965, established nine of the current 15 community colleges, as follows:

• Berkshire Community College	1960
• Massachusetts Bay Community College	1961
• Cape Cod Community College	1961
• Northern Essex Community College	1961
• Greenfield Community College	1962
• Quinsigamond Community College	1963
• Holyoke Community College	1964
• Mount Wachusett Community College	1964
• North Shore Community College	1965

Chapter 737, Act of 1964, which gave the community college system fiscal autonomy comparable to the University of Massachusetts and the state college system was passed on July 3, 1964, and signed into law July 9, 1964. Having used the audit report as a master plan since 1958, the community college board in the same year sought and acquired an appropriation of $100,000 under Chapter 640, Act of 1964 (item 8065.41 of the Commonwealth Capital Outlay Program) for the purpose of developing a master plan for community colleges and preparing preliminary plans for a community college in southeastern Massachusetts. The Willis-Harrington Act, Chapter 572, Act of 1965, the significant legislation relating to community colleges, was approved by the legislature June 21, 1965, and signed into law June 28, 1965. This legislation, designed to reorganize the educational system in Massachusetts, did little to change the Board of Regional Community Colleges or its function except to bring the community college system and other entities of higher education under the jurisdiction of the newly formed coordinating board,the Massachusetts Board of Higher Education.

The new master plan commencing in 1965 projected the need for community colleges by taking into account demography, economic and social climate of Massachusetts and the role these institutions should play in effecting progress in the state. These projections extended to September 1975, a period in which three additional community colleges (Bristol, Massasoit and Springfield) were added to the system and at least four sites recommended for the establishment of other community colleges.

The Willis-Harrington Act remained in effect for 15 years during which time the final three community colleges (Bunker Hill, Roxbury and Middlesex) were established. In 1980 all boards were abolished and Chapter 15A of General Laws created in March of 1981 the current Board of Regents of Higher Education.

GOVERNANCE

The Board of Regents of Higher Education consists of 15 members appointed by the governor. Each board member is appointed for a five-year term. No appointee can serve more than two consecutive terms. While the chairman of the board is appointed by the governor, it is the board's responsibility to select a chancellor to administer the affairs of the state system of higher education.

The chancellor is the chief executive officer for the system and with the staff administers oversight and governance for the system. The board staff of approximately 88 is divided into three principal divisions. In addition to the chancellor, there is a vice chancellor for planning and development and a vice chancellor for fiscal affairs. The Offices of Legal Affairs and Employee Relations handle legal affairs of the board and employment issues, including union contract negotiations.

Meetings of the board of regents are held once a month except in cases where the chairperson, with the board's approval, chooses to omit meetings in July and August. Eight members must be present to constitute a quorum, and eight votes are needed to make valid any business transacted during a meeting of the board of regents.

The major power, duties, and responsibilities of the board of regents, as set forth in legislation creating the board, are to grant degrees and scholarships; approve new educational programs and activities; develop tuition policies and master plans; set enrollment levels for individual institutions; adjust titles, classifications, and salary of members belonging to the professional staff; and, submit and disburse budgetary expenditures of public institutions of higher education.

Each institution has its own board of trustees. Acting as an immediate governing body to individual institutions, the board of trustees is made up of eight members, appointed by the governor. Members serve for five-year terms; however, no member is appointed for more than two consecutive terms. Each board of trustees has oversight and approval responsibilities for filing an institutional five-year master plan with the board of regents and advising on admission policies, programs, labor relations and program approval for its institution. The powers or authorities of the board of trustees are to submit to the regents maintenance costs; establish fees; appoint, dismiss, award tenure to the institution's professional staff; manage property; implement and evaluate programs and policies; recommend to the board of regents admission standards and major and degree programs; approve funds allocated to the institution by the board of regents; and grant degrees in fields approved by the board of regents.

FISCAL

Funding in the community colleges is primarily from legislative appropriations which means that the majority of their fiscal support comes from the commonwealth. However, these institutions do receive additional support from trust funds (fees), federal sources, and minimally from other sources. State support ranges from 56 percent at Northern Essex Community College to 72 percent at Springfield Community College. Trust funds (9-32 percent) and governmental funds (4-19 percent) are the next two largest sources of support to community colleges with other sources ranging from .8 percent to 4.2 percent. Tuition-retention (a policy in which institutions will be allowed to retain a portion of collected tuition) will soon become a part of support to all institutions, including community colleges. Because this policy was approved in the spring of 1988 and the colleges are collecting the first tuition of which they will retain a portion, it is impossible at this point to determine what percentage those dollars will contribute to the overall budget of the institution.

The current method for funding can be considered a two-stage process. The first stage of the process consisting of each institution providing the board with what is termed critical areas of funding. The noncapital outlay critical area(s) determined by the institution are considered top priority and essential to the institution. After discussing each request with the institution and making appropriate adjustments, these requests are compiled, augmented by board requests and submitted to the legislature. The legislature's recommendations from Stage I are added to the designated increased based and, thus, the budget is derived. Stage I of the process is determined by the board and may vary depending upon the fiscal and other situations of the state at the time of the budget cycle.

Tuition policy approved by the board in the spring of 1988 recommended a tuition for 1988-89 academic year at community colleges of $786 for resident students and $2,688 per year for non-resident students. According to the policy, fees are to be 30 percent of the tuition. Because the exact fees to be included in that 30 percent have not been determined, the fee schedule may still vary among community colleges. During the 1987-88 academic year, fees at community colleges ranged between $214 and $286.

PROGRAMS

Program approval process is divided into two stages:

1. Stage I: The institution submits an intent to plan which includes such items as need for the program, compatibility of program with mission, existence of similar programs in the state, resource needs to start program and the degree-granting authority sought.

Shortly after Stage I is received, it is subjected to a cursory review and is circulated to all public institutions in the system for review and comments. A period of about two to three weeks is given for institutions to respond. These comments are considered during a more indepth review for final action on the intent to plan proposal.

When all questions relative to Stage I are answered to the satisfaction of the academic affairs staff, the institution is given permission to proceed with the development of a Stage II proposal, full length plan for implementing a new degree program.

2. Stage II may be reviewed by staff only, or if staff feels inadequate to evaluate such a proposal, it may be sent to a consultant (a nationally recognized individual in the field) for review before staff presents the proposed program to the academic, faculty, and student affairs committee (a subcommittee of the board) for approval. When Stage II is approved by the committee, the program request is then sent to the board of regents for final approval for degree-granting authority.

All community colleges are considered comprehensive regional community colleges because they offer an array of programs leading to certificates and associate degrees, including a variety of vocational programs. These institutions are engaged in adult basic, adult continuing, and job training type educational programs. They develop affiliations with high schools and industry and develop unique occasionally short-lived job training programs. All commonwealth community colleges are accredited by the New England Association of Schools and Colleges.

Community colleges offer certificate programs for less than 30 hours that do not have to be approved by the board. Certificates for curricula of 30 hours or more require board of regents approval. In addition to certificates, community colleges offer the associate of art degree (A.A.), associate of science (A.S.) and the associate of applied science (A.A.S.). All associate degrees require the completion of a minimum of sixty (60) credit hours.

ENROLLMENT

A full-time equivalent (FTE) student is one who registers for 12 or more credit hours in any given semester.

Management Information Systems, one of the newest divisions at the board of regents is beginning to complete reports on system wide enrollment data by programs in 1988-1989. Consequently, we do not have data on patterns of enrollment by program or historical trends on enrollment. However, as an attempt to begin the process, we do have some information on patterns of enrollment by areas (two digit Hegis Code) which is not refined to program level. The 10 largest enrollment program areas at community colleges, according to available 1986 data, are listed below in order:

1. Liberal/General Studies
2. Business and Management
3. Business and Office
4. Unknown (undeclared)
5. Allied Health
6. Protective Services
7. Engineering and Related Techniques
8. Health Sciences
9. Marketing and Distribution
10. Mechanics and Repairers

FOR ADDITIONAL INFORMATION CALL OR WRITE

Associate Vice Chancellor
Massachusetts Board of Regents
of Higher Education
McCormack Building - Room #1401
One Ashburton Place
Boston, MA 92108
TELEPHONE: (617)727-7785

Associate Vice Chancellor
Research and Information Systems
(Address same as above)

MICHIGAN

by

JAMES H. FOLKENING
Supervisor, Community College Services Unit
Department of Education

SUMMARY

Michigan's 29 public junior and community colleges have established 38 campuses to bring high quality, accessible, and economical higher education opportunities to Michigan. Approximately 95 percent of Michigan residents are less than 40 miles from these open admission institutions. In 1987 community colleges enrolled over 243,800 students, which represented more than 55 percent of all students enrolled in Michigan institutions of higher education.

HISTORY

Since 1914, Michigan's community and junior colleges have been serving the higher education needs of the citizens of this state. The creation of Grand Rapids College in 1914 was the beginning of a movement which has grown to a network of 29 comprehensive public community and junior colleges. Eight of existing colleges had been organized as postsecondary extensions of public K-12 school districts prior to 1940. In the ten years following World War II, three additional K-14 districts were organized. The greatest growth in independent community colleges occurred between 1954 and 1968 with the organization of 18 community college districts.

GOVERNANCE

The legislature provides by law for the establishment and financial support of public community and junior colleges which are supervised and controlled by locally elected boards.

The legislature provided for a state board for public community and junior colleges which advises the statewide elected and single state board of education concerning general supervision and planning for all public education, including higher education, and for recommendation of annual appropriations to the legislature.

The State Board of Education appoints a state superintendent of public education who supervises the Michigan Department of Education. Within the Department is the Bureau of Postsecondary Education. Staff to the State Board for Public Community and Junior Colleges is within Higher Education Management Services, a service area within the Bureau of Postsecondary Education.

FISCAL

Funding for community colleges includes state general appropriations, student tuition, and locally elected tax dollars. In 1987, total general fund revenue to the community colleges included 41 percent state aid, 25 percent local tax revenue, 29 percent student tuition and fees, and 5 percent from other sources.

The legislature provides for general appropriations to each community college based upon a formula that considers average costs, equalization of local effort, and a minimum percentage increase totaling $196 million for 1988-89. Under the same Community College Appropriations Act, a $4.5 million Job Training and Retraining Investment Fund is provided on a competitive basis for the community colleges. In a separate Capital Outlay Act, special categorical funds are available for facility planning and new construction on a limited basis.

Individual college student tuition and fees are determined by the locally elected boards. Voter approved property tax assessments are used to generate income for general program purposes, for special bond issues, and to support construction or other special purposes.

PROGRAMS

In the continuing effort to meet the educational needs of local people form all walks of life, Michigan's community colleges have evolved into comprehensive postsecondary institutions with the following basic missions: (1) occupational education, (2) general and transfer education, (3) continuing education, (4) developmental education, (5) student services, (6) community development, and (7) business and industry.

All program approval is the responsibility of the locally elected boards. The state requirement for the associate degree is a minimum of 60 semester credits.

ENROLLMENT

In 1987, community colleges enrolled over 243,800 credit and an additional 40,000 non-credit students. The following instructional activities are reported by fiscal year equated students (FYES). One FYES equals 31 semester credit hours.

In 1987, the distribution included:

Instructional Activity	Total FYES	Percent of Instruction
General	55,080	46.4%
Business	29,767	26.7%
Trade	12,556	11.3%
Health	7,940	7.1%
Developmental Education	4,538	4.1%
Human Development	1,621	1.5%

* These data do not include non-credit or business and industry customized instruction.

Enrollment in Michigan community colleges, which had more than doubled between 1968 and 1983, leveled off to 109,925 FYES in 1986. Enrollment in 1987 showed a modest increase to 111,502 FYES.

Between 1978 and 1983, headcount enrollment figures increased more sharply than FYES enrollments. Headcount has declined less than FYES since that peak. The ratio of greatest unduplicated headcount to fiscal year equated students offers some perspective for understanding enrollment patterns. That ratio was 2.05 students (by headcount) for each FYES in 1978-79, and rose to 2.20 in 1985-86. In 1986-87, the ratio continued to rise to 2.24, suggesting a continued increase in the enrollment of part-time students.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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Department of Education
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MINNESOTA

by

GERALD W. CHRISTENSON
Chancellor, Minnesota Community College System

SUMMARY

The Minnesota Community College System is comprised of 18 colleges offering lower division post-secondary instruction at 19 campuses located statewide. Eight of the colleges are organized into two community college regions; Arrowhead in the northeast (five colleges - Hibbing Community College, Hibbing; Itasca Community College, Grand Rapids; Mesabi Community College, Virginia; Rainy River Community College, International Falls; Vermillion Community College, Ely) and Clearwater in the northwest (three colleges - Brainerd Community College, Brainerd; Fergus Falls Community College, Fergus Falls; Northland Community College, Thief River Falls.) One college, Anoka-Ramsey, operates two campuses at Coon Rapids and Cambridge. The remaining community colleges in the system are: Austin Community College, Austin; Inver Hill Community College, Inver Grove Heights; Lakewood Community College, White Bear Lake; Minneapolis Community College; Normandale Community College, Bloomington; North Hennepin Community College, Brooklyn Park; Rochester Community College, Rochester; Willmar Community College, Willmar; and Worthington Community College, Worthington. During the fall quarter of 1986 over 41,500 students (over 24,500 FTE), an all-time high, were enrolled in credit courses at these colleges. College curricula include both academic transfer and career programs as well as non-credit courses which systemwide enroll nearly the equivalent of the credit courses.

In carrying out its mission, the Minnesota Community College System provides:

(1) General Education (a) expanding the individual's social, cultural, ethical, and intellectual horizons through the investigation of broad areas of human knowledge and achievement; (b) aiding the individual in exploring possible career and life choices; and (c) imparting critical reasoning skills necessary to succeed in an increasingly complex society.

(2) Transfer Education in the Liberal Arts and Sciences (a) offering instruction at the freshman and sophomore levels of undergraduate education enabling the individual to earn a baccalaureate degree; and (b) addressing the latest advances in knowledge relevant to the individual's chosen course of study.

(3) Career Education of a technical or semi-professional nature which, when feasible, is offered cooperatively with other post-secondary institutions (a) offering certificates and/or associate degrees, that, upon completion, permit the individual to secure employment in the occupational field for which preparation is sought; (b) providing instruction at the lower division level of undergraduate education enabling the individual to earn a baccalaureate degree in the occupational field for which preparation is offered.

(4) Continuing Education (a) enabling the individual to advance as well as maintain certification in an occupational fields; and (b) providing personal growth and cultural enrichment.

(5) Developmental Education (a) recognizing the need for some individuals to improve their basic learning skills in order to make satisfactory progress toward their educational objectives; and (b) supporting those individuals who though lacking college preparatory backgrounds have the potential to succeed with college-level academic work.

(6) Cooperative Programs and Services with school systems, business, industry, community agencies, and other institutions of postsecondary education (a) maintaining or improving the accessibility, quality, and diversity of post-secondary opportunities throughout the state; (b) enhancing programs and services available to students; and (c) producing a more efficient utilization of resources.

(7) Articulation with Secondary Schools (a) ensuring curricula are sufficiently correlated to prepare secondary students adequately for college-level studies; and (b) enhancing learning opportunities available to secondary students.

(8) Student Support Services enabling individuals to formulate and achieve their educational objectives.

(9) Student Activities encouraging individuals to participate in experience geared to their vocational, social, cultural, and recreational interests.

(10) Community Services (a) offering cultural and recreational activities which encourage community as well as student involvement; (b) providing access to college facilities for community activities; and (c) assisting in the promotion of the social and economic well-being of those communities served by the colleges of the system.

(11) Open Access providing education and employment opportunities through action-oriented programs affirmatively recruiting students, faculty, and staff from different racial, sexual, ethnic, and social groups from all areas of society.

HISTORY

Public junior colleges, later known as community colleges, have been part of post-high school education in Minnesota since the first such institution opened by the Cloquet School District in 1914. The following year, the school district in Rochester established a junior college which is still in operation today, making it the oldest community college in Minnesota. By 1925, additional junior colleges had opened around the state. In most of these early colleges, the superintendent of local school districts provided the necessary leadership and the school boards operated the colleges without financial assistance from outside their districts. College facilities varied from town to town, but each college was housed in a public school building shared with some other unit of the school district.

In 1950, the Minnesota Commission on Higher Education, a panel of distinguished citizens appointed by Commissioner of Education Dean M. Schweickhard in response to a directive from the 1947 legislature, listed the purposes of junior colleges: (1) to provide college training at low cost to the student; (2) to make colleges training accessible to the student in the home environment; (3) to provide, for student who want them, both general and semi-professional courses which are terminal in nature; (4) to reduce academic mortality by giving a maximum amount of guidance and individual help during the first two college years; (5) to develop leadership and social maturity by offering many opportunities for participation in extracurricular activities; and (6) to ease the transition from high school to four-year colleges and universities for students desiring the baccalaureate degree.

In the 1950s, college officials began to approach the legislature, pressing the point that they were enrolling students from outside their districts and were, in fact, providing a state service. They requested help with the building of facilities and with operating costs. In 1957 their efforts were rewarded when the legislature recognized that they were indeed providing a state service and authorized state aid. During the years following 1957, college officials expanded upon the purposes defined by the 1950 commission by adding the provision that the adult members of the community who wished to take advantage of further training, cultural enrichment, and recreational activities in day or evening classes be provided.

Legislative appropriations for state aid increased along with increasing costs, but the lack of adequate facilities became an even greater problem for the colleges. School boards asked the legislature for help with construction costs.

In 1963, Senator Robert Dunlap of Plainview and Representative Harvey Sathre of Adams were chief authors of a bill to create a system of state-oriented junior colleges. The bill, passed during the 1963 legislative session, provided that a state junior college board consisting of five members would be appointed by the governor and would have the authority to set up a system of state junior colleges. The new system began operation on July 1, 1964. In the fall of 1964 Governor Karl Rolvaag appointed the first state junior college board. Dr. Phillip Helland was appointed as the first chancellor of the Minnesota Community College System in 1964. He held the position of chancellor for 19 years, until his retirement in 1983.

The 1960s was a time of growth and development. For the Minnesota Community College System, it was a decade of building for the future. By 1970, the ten original campuses had all been moved to new sites, and colleges had been built at Thief River Falls, International Falls, and at six locations in the twin cities metropolitan area. In 1973, Senator Jerome Hughes of Maplewood, encouraged by recommendations from college advisory committees and the state board, introduced a bill to change the name of Minnesota's junior colleges to community colleges. The change recognized the fact that the colleges had long since ceased to be merely the first two years of four-year programs and had developed extensive programs of community service.

On July 1, 1983, Dr. Gerald W. Christenson assumed the position as chancellor. Over the years, enrollment has grown from less than 4,000 in 1964 to a total of more than 58,000 enrolled in community college classes in 1983-84. All colleges are accredited by the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools.

GOVERNANCE

The Minnesota Community College System is governed by a single state board whose nine members (one from each of the state's eight congressional districts plus a student member) are appointed by the governor and confirmed by the State Senate for four-year terms (except the student member, who is appointed for a two-year term). The State Board for Community Colleges determines its own meeting schedule and elects its own officers (president, vice president, and secretary) annually from among its membership. The Board also appoints the system's chief executive officer, the chancellor, as well as the college presidents, upon the recommendation of the chancellor.

In addition to the above, other statutory responsibilities of the board include: (1) determining the site and location of each college; (2) appointing of faculty, administrators, and other necessary employees; (3) contracting for employee benefits packages; and (4) closing any of the colleges under its jurisdiction.

The State Board for Community Colleges is one of the four separate governing boards for each of Minnesota's four separate systems of public post-secondary education. Those other three boards are: the regents of the University of Minnesota (five institutions), the State University System Board (seven institutions), and the State Board for Vocational Technical Education (30 institutions). In addition to these agencies, the other state postsecondary agency in Minnesota is the Higher Education Coordinating Board.

Individual colleges do not have their own separate governing boards, but do function with the local citizen advisory boards appointed by the college presidents.

The office of the chancellor (referred to as the board office) functions as the administrative arm of the board and the central administrative office of the system. It is an agency of Minnesota state government as are each of the system's colleges. Consequently, all units of the system are generally subject to the policies and procedures which govern the operation of other state agencies. System employees are state employees, and all but senior-level administrators are organized into statewide collective bargaining units which operate under collective bargaining agreements with the state. Faculty are organized into a single unit for the community college system and negotiate their contract directly with the board.

FISCAL

Funding sources: Operating funds for the Minnesota community colleges are appropriated by the legislature on a biennial basis. The state's general fund is the source of two-thirds of these funds, and student tuition provides the remaining one-third. The colleges do not depend upon any local revenue sources for operating funds.

Funding methods or formulae: Minnesota uses the average cost funding formula for funding its public post-secondary institutions. Student tuition is allowed to cover up to one-third of the operating cost of the system, and state appropriations are then determined on the basis of full-year equivalent (FYE) enrollment tied to a base funding year which lags the current fiscal year by two years. In implementing the ACF Formula a three-cell matrix-low cost, medium cost, and high cost programs--is used for calculations of average instructional costs (which is very broadly defined), which are then multiplied against FYE enrollments.

Tuition and fees: There are no additional enrollment fees other than student tuition, although students may pay additional charges for costs associated with certain courses. Tuition is set biennially by the board once the system's legislative appropriation is known. For the 1986-87 academic year tuition is $26.50 per credit, which is standard for all 19 campuses around the state. This is the lowest tuition of any of the state's public post-secondary systems.

PROGRAMS

Approval process: Initiative for the development of instructional programs rests with the individual colleges. Assistance from the board office is usually requested prior to submission of program applications to the board office for review prior to forwarding to the board. If the board approves a program application, it is forwarded to the Higher Education Coordinating Board for review and recommendations. The HECB does not have the authority to overturn the board's approval, but its recommendations are in practice very influential in the board's decision to proceed with implementation of a program.

Types of programs: The Minnesota community colleges offer transfer and career instructional programs for credit. In addition to those offerings, the colleges provide a wide variety of non-credit courses and are involved in numerous activities (both credit and non-credit) with local employers, economic development agencies, and job training organizations.

Diploma and degree standards: Approval is pending by the State Board for Community Colleges for standards for the associate degrees recommended by the Minnesota Higher Education Coordinating Board. The Minnesota Community College System Policies and Regulations - III.02.09, Degrees and Certificates, lists standards for other credentials awarded by the Minnesota community colleges.

Accreditation: All colleges are accredited by the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools.

ENROLLMENT

Definitions: Full-Time Equivalent -- 15 credits per quarter
Full-Time Equivalent -- 45 credits per academic year

Patterns by program: Historically, enrollments in career programs have generated between 20 and 22 percent of the system's FYE. That proportion varies by individual college from a low of less than 10 percent to a high of approximately 33 percent. Largest enrollments in career programs are in the health and human services fields. By far the majority of students continue to enroll in academic programs.

Historical trends: With the exception of a modest decline between 1983 and 1984, the system's enrollment has increased steadily since its establishment in 1964. Since 1980 that growth, while steady, has been more moderate than in the earlier years of the system's operation. Current enrollment growth systemwide is characterized by increasing numbers of part-time (now 55 percent of total enrollment), older (40 percent are now over age 25), and women (now 60 percent of total enrollment) students. Two-thirds of the system's enrollment is concentrated in its seven largest colleges, six of which are in the twin cities metropolitan area (home to over half of the state's population) and the other which is in Rochester. The 11 other colleges in the rural areas of the state experienced declining or stagnant enrollment during much of the 1970s, but during the 1980s enrollment has grown significantly. Those colleges, too, are beginning to reflect the demographic characteristics of the large colleges and the System as a whole, namely more part-time, older, and more female. Twenty-year enrollment forecasts for the system developed by the Minnesota Higher Education Coordinating Board project a decline of 12 percent in FYE by 1995, with a recovery after that point to a FYE level five percent below that of FY 85 for the year 2005.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Director of Planning and Research
Minnesota Community College System
203 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
TELEPHONE: (612) 296-3990

MISSISSIPPI

by

GEORGE V. MOODY
Director, State Board for Community and Junior Colleges

SUMMARY

The state system of 15 comprehensive junior (community) college districts geographically encompasses the 82 counties of the state. The institutions are governed by local boards of trustees who employ, dismiss, budget, own property, and establish policies. State oversight is provided through the State Board for Community and Junior Colleges, which establishes standards and guidelines for the operation of the local districts in order to qualify for state appropriations.

The general purpose of the system is to provide educational services for the people of the geographic districts. More specific goals are:

1. Teaching and guiding students who intend to transfer to senior colleges to pursue an academic degree.

2. Teaching and guiding of career-oriented students in academic, technical, and vocational programs.

3. Providing opportunities for continuing education in academic, technical, vocational, and adult education.

4. Providing leadership in civic, economic, and cultural activities.

Thirty-six campuses and centers are operated to fulfill these goals and mission.

HISTORY

The Mississippi public junior colleges began in 1922 with passage of the first permissive legislation, Senate Bill No., 251, introduced by Dr. Julius Christian Zeller, senator from Yazoo County of the nineteenth senatorial district. The bill authorized existing agricultural high schools to extend their curriculums to "include the studies of the freshman . . . year . . . of college work." Pearl River County Agricultural High School in Poplarville and Hinds County Agricultural High School in Raymond each offered college courses with the opening of the 1922-1923 session. Pearl River, which had offered college work to twelve students during the 1921-1922 session without state authority, enrolled 13 students, and Hinds enrolled 30 students during the first official year of Mississippi public junior college history."

In 1928, the legislature authorized the establishment of junior colleges at these schools provided that other school districts and counties could unite in the establishment of junior colleges. (S. B. 131, Chapter 303, Laws of 1928). The 1928 law established a state commission, and the first state biennial appropriation of $85,000 in support of these schools was made.

The basic laws authorized Mississippi public junior colleges to provide training in specific fields, just as definitely as it provided for academic transfer, preprofessional and general education programs. The 1928 general law of the organization and operation of Mississippi public junior colleges includes the following:

That junior colleges consisting of the work of the freshman and sophomore years shall be organized for the purpose of providing such courses as will make the studies of the agricultural high schools and junior colleges a connected and correlated whole of complete unit of educational work. These courses shall consists of agriculture, including horticulture, dairying, animal husbandry and commercial gardening; domestic science and household arts; commercial branches, including banking, accountancy and transportation; and the mechanical arts, such as carpentry, masonry, painting, shop work in iron and wood, and repairing and constructing of motor vehicles. Wherever it is practical, instruction shall also be given in teacher training, music and public speaking. Insofar as possible, the junior colleges shall offer a complete course of instruction so that their graduates may immediately thereafter enter professional schools if they so elect.

By 1930-31 there were 11 such institutions formed, all in connection with an agricultural high school, with a combined junior college enrollment of 1,619 students. The AHS and junior college districts at that time were:

Pearl River
Hinds
Stone-Harrison-Jackson
Holmes
Sunflower
Kemper County
Jones County
Tate County
Compiah-Lincoln
Newton County
Pike County

The only municipal junior college to be added to the system was established in 1937 by Meridian Separate School District, organized under the leadership of H. M. Ivy. The State Department of Education's supervisor of agricultural high schools and junior colleges from 1928-32 and 1936-44 was Knox M. Broom. He challenged his junior college co-workers to provide educational opportunity beyond the high school for every Mississippian through what he was pleased to call the people's college.

At the close of the second decade in 1952, nine of the 12 operating public junior colleges in Mississippi had received full regional accreditation, and this accomplishment represents the purpose and philosophy of the junior college leaders to establish and develop a collegiate academic program meeting the standards of other junior college programs in the southern region and over the nation, while also meeting the standards of the lower division collegiate work in the senior colleges and universities.

By 1950, three additional junior colleges had been founded: Cohoma, Itawamba, and Northeast Mississippi, bringing to 15 the total number of districts. The 15 districts boasted enrollments of 7,984 and had expanded their county participation to 54 of 82 counties.

In 1950, the junior college law was amended by H. B. 541, Chapter 369, Laws of 1950. It revised the procedure by which junior colleges could be established and provided for enlarged local boards of trustees and the manner of their selection. It enumerated the various powers of these boards and of the presidents. With the passage of the Junior College Law of 1950, the junior colleges began to separate the college program from the agricultural high schools, most of which ceased to operate by the end of the decade. Three junior college districts continue to operate agricultural high schools in 1986-87.

A special junior college district law in 1962 created Mississippi Gulf Coast Junior College District as a separate legal political governmental subdivision and body corporate. Then in 1964, the legislature created, or "legalized," the geographic area comprising 12 other junior college districts. The action assigned every county to a junior college district, authorized continued operation of a municipal junior college - and a junior college adjoining Hinds County - Utica. The public junior college districts in 1964-65 are shown in Exhibit 1. The combined enrollments were 15, 264.

The 1962 law which created Gulf Coast District provided for the first multi-campus district with the establishment of two additional campuses. The need was for facilities which are located closer to population centers and which are oriented principally to occupational training brought on by campuses and centers within other junior college districts. Enrollment reached 34,145 by 1973-74. Sixteen junior college districts were operating on 25 sites; 16 original, two branch campuses, and seven specialized.

Nursing education is a vital part of the public junior college program in Mississippi. The first associate degree nursing program was established in a junior college in 1957. Currently, 11 junior college districts operate ADN programs which graduate approximately 60 percent of the new nurses registered annually in the state. Further, the public junior colleges operate all of the licensed practical nursing programs as well as many other health related training programs.

With the passage of the Federal Vocational Act, PL 88-210, and the Mississippi Junior College Vocational and Technical Training Act of 1964, the public junior colleges were selected as the primary delivery system for postsecondary occupational training. Funding resulting from these acts enabled each junior college district to acquire instructors for vocational and technical programs. These programs were organized as college credit courses as well as "start-up" and "up-grade" training designed for the specific needs of business and industry in the various junior college districts. The Division of Vocational Education, State Department of Education, provided the supervision of these postsecondary programs as well as to secondary school programs and administered the federal funds for this purpose.

Agricultural high schools were boarding schools, located in the rural areas of the state, so as to make secondary education available to young people who did not have high school within commuting distance. The junior colleges continued the practice of providing student housing facilities and 14 of the 15 districts in 1986-87 have residential facilities for students. Another practice carried forward from affiliation with high schools is the daily busing of students from communities to the campus and back home. Ten junior college districts continue to operate bus routes into various communities within their respective districts.

The 1928 law which authorized the establishment of junior colleges also created a state commission for oversight of these institutions. The commission was comprised of the elected state superintendent of education, the university presidents, and the junior college presidents. Three lay members, appointed by the governor, were added in 1950. This commission continued in this form until 1986 when it was succeeded by a ten-member lay board for the coordination of the system of the public community and junior colleges.

The commission set broad standards for junior college operations, and approved new attendance centers and vocational and technical programs to be operated by the two-year institutions. The commission had no staff, but was served by personnel within the State Department of Education. State supervision was vested in the supervisor of agricultural high schools and junior colleges from 1928 to 1968. In 1968, a separate operational division for junior colleges was created in the State Department of Education and provided state services and oversight until 1986, when the State Board for Community and Junior Colleges was established as an independent agency. The staff from the State Department of Education was transferred as the new State Board Office.

B. L. Hill, state supervisor for agricultural high schools and junior colleges from 1946 to 1968, provided leadership from the state office during this period. He was ably assisted by local junior college presidents which included men such as J. B. Young, J. M. Ewing, G. H. McLendon, Walter Washington, F. M. Fortenberry, R. M. Mayo, Frank B. Branch, W. B. Horton, R. A. Harbour, W. Arno Vincent, P. A. Sheffield, John S. Crubaugh, and B. F. McLaurin.

It is interesting to note an indication of the leadership emerging from the junior colleges and their political involvement. The three elected state superintendents of education during the 33 years from 1936 to 1968 were former junior college presidents. They were:

Joseph Sloan Vandiver -- 1936-1944
(Mississippi Delta Junior College -- 1926-1835)

Jack McWhirter Tubb -- 1945-1967
(East Mississippi Junior College -- 1940-1945)

Garvin H. Johnston -- 1968-1976
(Pearl River Junior College -- 1953-1968)

The 16 junior college districts experienced rapid growth in enrollments, financial resources, and facilities during the 1970s. From 1970 to 1986, fall enrollments grew from 33,122 to 58,015 headcount, with notable increases in vocational-tech enrollments and part-time academic students. Operational budgets increased from $20 million in FY 1970 to $125 million in FY 1986. State appropriations increased during this period from $7.6 million to $57.5 million. Utica Junior College merged with Hinds Junior College in 1982, reducing the number of administrative districts of 15.

Four junior college districts operate eight vocational training centers, each of which serves two or more public school districts. This arrangement provides the most economical means of offering occupational training to secondary school students, while adult and postsecondary training programs are operated in the facilities after the regular school hours.

The valuable contribution of the junior college system to the economic development of the state has become more evident in the last decade. As the presumptive deliverers of training for business and industry in the state, the individual junior college districts cooperate closely with and contract with the Bureau of Vocational Education, State Department of Education,the governor's Office of Manpower and Training, the Mississippi Employment Security Commission, and regional planning and development districts. Training programs include short-term certificate as well as degree programs designed to meet the needs of existing employers, new and changing enterprises, and the individual entrepreneur.

By 1987, the 15 junior college districts were operating on 36 campuses and centers. These included:

21 comprehensive campuses
7 postsecondary co-tech centers
8 multipurpose vocational-tech centers (secondary)

Centers had been established in the more populous locations and where training needs existed.

Leadership through the recent period was provided by the following presidents:

J. J. Hayden, Jr.
M. R. White
Terrell R. Tisdale
B. B. Thames
Horace C. Holmes
Louis C. Stokes
Charles V. Wright
R. M. Mayo
McKinley Martin
William Scaggs
Clois Cheatham
W. O. Benjamin
Harold T. White
J. T. Hall
James Miller
R. M. Thorne
Henry B. Koon
Clyde Muse

The state director from 1970 - 1989 was George V. Moody.

GOVERNANCE

Effective July 1, 1986, a state board for community and junior colleges was established as an independent coordinating agency for the system of public two-year institutions. Prior to 1986 there existed a state commission which functioned within the state department of education for oversight of junior colleges.

The state board consists of ten (10) members, none of which shall be an elected official or engaged in the educational profession. The governor appoints all 10 members, two from each congressional district and no more than one residing in any junior college district. Initial terms of appointment are from two to five years and subsequent terms are for six years.

The board elects a chairman and vice chairman from its membership, and adopts policies for operation. By policy, the board meets monthly (fourth Wednesday) in Jackson, except when determined and announced to meet at another time or location.

The state board has established subcommittees to work with the boards for public education (K-12 and vocational education) and the board for the university system. It is empowered to contract with other agencies for programs and services needed for the operation and development of the system.

General duties and powers of the state board include:

a. To authorize disbursements of state appropriated funds.

b. To make studies and compile and publish reports.

c. To approve new, changes to and deletions of vocational and technical programs.

d. To approve new attendance centers as the local boards of trustees should determine.

e. To approve any university branch campus offering lower undergraduate level courses for credit.

f. To fix standards for community and junior colleges to qualify for appropriations.

g. To have sign-off approval on the State Plan for Vocational Education.

The state board is a coordinating agency and seeks cooperation and communication with local institutions through the presidents and other representatives of local colleges. The state board expresses its authority only in those areas which are expressed or implied for the state board responsible for general oversight for the system.

The State Board for Community and Junior Colleges names the director for the community and junior college system. The director is chief executive officer of the board, gives direction to the board staff, carries out policies of the board, and works with the presidents of the local community and junior colleges to assist them in carrying out the mandates of the several boards of trustees and in function within the state system and policies set by the state board.

The board staff consists of five positions: the director, two other administrative personnel, and two secretarial positions.

FISCAL

The operating budgets of Mississippi junior colleges are funded primarily by state appropriations, local property taxes, and student tuition and fees. State appropriations are made to the State Board for Community and Junior Colleges for general support and to the State Board of Education for support of vocational and technical education in the public schools and junior colleges. A history of funding percentages for educational and general purposes follows.

	FY 1960	FY 1970	FY 1980	FY 1986
State: SBCJC	41%	38%	42%	46%
State: SBE	--	9	16	14
Federal	--	15	10	6
County	46	24	15	14
Students	13	14	17	20
(Millions)	$4.8	$20.1	$76.4	$125.6

Funding for auxiliary operations (food services, housing, stores) comes from the user, the student, and amounted to $18 million in FY 1986.

Capital improvements are financed mostly from local property tax revenues, federal vocational act funds, and negotiated state appropriations. There have been no state appropriations for capital improvements since 1980. The FY 1986 funds for facilities and improvements were: local - $11 million; federal vo-ed - $1.5 million.

State appropriations are negotiated and made annually to the State Board for Community and Junior Colleges for allocations to the 15 public junior college districts in accordance with formulas contained in the appropriation bill. The formula distributes most of the funds based on full-time (not full-time-equivalency) students, counting Mississippi residents only. Lesser amounts are provided for the FTE of part-time students. A special funding supplement is given for support of associate degree nursing programs.

Tuition and fee charges are established by the board of trustees of each junior college district. Annual tuition and fee charges for 1986-87 term are as follows:

	Average	Range
Tuition - District	$ 606	$ 500 - 754
Tuition - Out-of-State	1,208	970 - 2,000
Room and Board	1,350	972 - 1,700
Course Fees	50	0 - 150

PROGRAMS

The Mississippi public junior colleges offer the following programs: academic (university parallel), technical, vocational, adult basic education, adult continuing education, general educational development, job training partnership and industry related.

The only programs which require approval of the State Board for Community and Junior Colleges are technical and vocational full-time programs. Each institution must initiate a request for program approval to the state board office four weeks prior to its being considered by the board for action. Comments are solicited from the State Department of Education, Bureau of Vocational-Technical Education, and from any state agency that may provide funding or supervision for the operation of the program. Also, the schools should have a position statement from any professional association or state board if licensing or certification of the program's graduates is required.

The associate of arts degree and associate of science degrees are awarded to students who complete a minimum of 60 semester or 90 quarter hours of academic coursework. The associate of applied science degrees are awarded to students who have completed the required semester or quarter credit hours in a technical program. Included in each technical program is 15 semester credits or the equivalent quarter hours of general education coursework. In addition to the associate degrees, the community and junior colleges are authorized to issue diplomas and certificates in vocational or the curricula of the college.

All of the Mississippi public junior colleges are accredited by the Southern Association of Colleges and Schools, Commission on Colleges.

ENROLLMENT

In order for a student to be classified as a full-time student in a Mississippi public junior college, the student must be enrolled in a minimum of 12 semester credit hours of instruction. Students who are enrolled in 11 semester credit hours or less are considered to be part-time students. Full-time equivalence is calculated on the basis that 24 semester hours of instruction equals one full-time equivalent student.

For the past 10 years, enrollments in academic (university parallel) programs have shown a steady increase in the categories of full-time and part-time students. In 1977-78, during the fall semester, there were 12,121 full-time students as compared to 15,423 for the fall semester of 1986-87. The part-time enrollment for these same two years was 1,036 and 2,142, respectively. The number of evening academic students did show a slight decline from 5, 923 in 1977-78 to 5,889 in 1986-87.

Enrollments in technical programs show much the same trend. The number of full-time and part-time students have increased over the same ten-year time span. Full-time technical students in 1977-78 were 6,281 as compared to 1986-87 enrollment of 7,541. The number of part-time technical students increased from 517 students in 1977-78 to 800 students in 1986-87. The evening technical enrollment did show a decrease from 1,766 in 1977-78 to 1,638 in 1986-87.

Some of this decline can be attributed to economic conditions and, in the case of the vocational programs, a factor was the lack of available positions in the labor market for the graduates of vocational programs.

Enrollments other than academic, technical, and vocational cover a broad spectrum of programs, including but not limited to, adult basic education, job training, industry related training, adult vocational education, and other programs. The number of people taking advantage of these type programs has increased over the past 10 years just as other enrollments have grown. In 1977-78, 11,043 people were enrolled compared to the 1986-87 enrollment figure of 14,449.

The number of females attending Mississippi public junior colleges during this period has also increased from 50 percent of the enrollment in 1977-78 to 58 percent of the enrollment in 1986-87.

All enrollment figures included here are for students enrolled at the end of the sixth week of the fall semester. The total enrollment for the fall 1977-78 was 45,788 and for the fall 1986-87 the figure was 52,371.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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State Board for Community and Junior Colleges
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Jackson, Mississippi 39225-2991
TELEPHONE: (601) 359-3520

Mississippi Junior College Association
P.O. Box 22991
Jackson, Mississippi 39225-2991

MISSOURI

by

SHAILA R. AERY
Commissioner of Higher Education
Coordinating Board for Higher Education

SUMMARY

The Missouri statewide community college system is currently composed of 11 autonomous districts with a total of 16 campuses. The districts located in the metropolitan areas of St. Louis and Kansas City are multi-campus institutions. Each college is governed by a locally elected board of six trustees composed of district residents. Although district resident students are the priority of the colleges, anyone may attend. However, a tuition differential does exist for out-of-district and out-of-state students. The statewide oversight of the system is carried out by the Missouri Coordinating Board for Higher Education through its program approval, statewide coordination, and budget recommendation responsibilities. In addition, the coordinating board has the statutory authority for calling elections to form new districts, based on local initiative petitions.

Although the Missouri community college system lacks a centralized governance structure, the institutions share several common goals. Access, in financial and academic terms, is a common goal of Missouri community colleges. Making college level instruction available to all citizens who desired it was one justification for the development of the system. The delivery of quality programs and services is another common goal of the institutions, thereby offering the community the best possible educational value. Finally, the colleges are committed to serving the unique educational needs of their local service areas by providing innovative programs and services in the community. A high degree of diversity among the community colleges serves not only the local needs but also reduces unnecessary program duplication and fosters program diversity throughout the state. At the present time, all of the public two-year institutions in the state are engaged in the process of refining their mission and goal statements to clarify the areas of primary institutional importance and how their activities in those areas are serving local and statewide needs.

HISTORY

Although the present junior college system in Missouri is a relatively new one, authorized by legislation passed in 1961, there is a long tradition of community based postsecondary education in the state. The concept was first implemented in 1915 when Kansas City Polytechnic Institute opened its doors to students. As the junior college movement gained popularity, it became obvious that some form of structure for the rapidly developing system was needed. With that in mind, the Missouri General Assembly passed legislation in 1927 authorizing the offering of college level courses in connection with secondary schools. It placed the jurisdiction for formation of the districts under the State Board of Education, thereby setting the legal precedent for the establishment of junior colleges under state supervision. When petitioned by the residents of a school district, the state board could authorize the offering of 13th and 14th year programs as an extension of the existing school district. By 1949, eight districts were offering these college level classes and although tuition charges were authorized in the statutes, since no state funds were available, fiscal constraints caused many school districts to abandon their efforts.

Several imperfections plagued the junior college system, however. Not only were the districts denied state financial aid but there was no separate tax base specifically for the support of the junior college. In addition, the college districts were limited to the geographic boundaries of the single affiliated school district, thereby severely restricting the population base of the district and thus the student pool and the property tax base. These facts, accompanied by the predictions that college enrollments would more than double by the early 1970s, set the tone of the state's higher education conferences of the late 1950s with respect to the junior college issue. A community based junior college district, with substantial means of local support, was seen as a relatively inexpensive alternative to major capital construction projects at the four-year institutions in dealing with predictions of exploding numbers of college bound youth.

As a consequence, in late 1960, the Committee on Education Beyond High School, established by Governor James Blair and headed by Ward E. Barnes, a St. Louis area school superintendent, drafted a proposal calling for the establishment of a junior college district system with the power, by a vote of the people in the district, to levy taxes for its operation. In addition, state funds would be authorized to supplement tuition and tax income. Two bills, based roughly on the commission's proposal, were introduced in the Missouri legislature in early 1961. The senate version, sponsored by Senator Earl R. Blackwell of Hillsboro, was finally agreed to by both houses and was signed by Governor John M. Dalton on July 25, 1961. The legislation provided that any school district or combination of contiguous districts could establish a junior college by a vote of the people within the proposed district. The college district was new for Missouri in that it essentially created a new public agency with the power to tax its residents in addition to the authorized state subsidy. The state department of education retained administrative authority, with the addition of state aid administration and authority to call the elections to form the districts. With the governor's signature, the junior colleges designed mainly to provide courses to allow traditional students to transfer to four-year institutions began to be replaced by institutions much more comprehensive in nature, providing programs of instruction and services for the entire community.

Seven of the existing districts were authorized for state aid under this new junior college system. However, interest in forming the first new district under the recently passed statute was high. In fact, in less than one year after the enactment of the new law, 30 communities had inquired of the Board of Education about forming districts. St. Louis City and County, although having a limited junior college attached to Harris Teachers College, were the first to attempt organization of an entirely new district. In spite of the controversy that was aroused, including the proposal of a rival district and a legal dispute over jurisdiction, the voters of St. Louis City and County approved in April of 1962 the formation of the first junior college district under the new law.

With the success of the St. Louis proposal, numerous communities began voting on community college issues. In April of 1963, two more new districts were approved by voters. The year 1963 also saw the formation of the Missouri Commission on Higher Education to coordinate postsecondary education, although the state department of education was still the parent agency with direct jurisdiction over the junior college system. The first attempt to reorganize an existing junior college district under the new statutes took place in 1964 as the Joplin area voted to expand its district to include all of Jasper County, with a separate tax levy. In May of that same year, Kansas City Junior College was restructured into a district including a total of eight school districts in three counties.

In addition to establishing a broad base of support, one of the other goals of the new system was being realized, with the junior college sector exhibiting substantial enrollment growth. In 1961 junior college enrollment was estimated at slightly more than 6,700 students. By the fall of 1964, enrollment was in excess of 10,000, including the three new districts which had been formed. The junior colleges had become a symbol of the growing need for and expectation of postsecondary education in Missouri.

Over the next three years, several more communities established or reorganized junior colleges. Problems continued to surface, however. Taxpayers in one district brought an unsuccessful suit to stop the collection of taxes in portions of the district which had defeated the proposal. The case tends to illustrate the dichotomy of resistance to taxes, and the resultant low tax status of the state, and the need to provide higher education services for an area. By 1968 about 48 percent of the public high school students still lived outside the existing junior college districts, even though there were now 12 organized districts.

Changes were also coming for the state administrative structure with regard to the junior college system. In August of 1972, the Missouri Commission on Higher Education recommended that the administrative jurisdiction over the junior colleges be transferred from the department of education. Part of the commission's master plan for higher education stated that this divided responsibility was limiting the growth potential of the junior colleges, which by the fall of 1973 were enrolling a statewide total of well over 43,000 students. The legislature evidently agreed, because under the state government reorganization plan proposed and passed in 1973 and implemented in 1974, the junior college powers were transferred from the state Department of Education to the Department of Higher Education, which was now under the newly formed Missouri Coordinating Board for Higher Education.

Although this administrative structure has survived to the present, several of the institutions have undergone substantial changes and one new district has been formed. During the 1970s, several of the larger districts reformed the methods used for electing trustees to comply with a Missouri Supreme Court ruling that the one-man, one-vote principle must be followed in junior college elections. By 1980 only two of the junior college districts in existence when the 1961 law was enacted were still in operation under the original statute. During the next six years, both expressed interest in reorganizing their districts to bring them under the new law. Legislation was enacted in 1981 to allow the districts to petition directly the coordinating board to call an election for that purpose and in April of 1982 Moberly voters approved the conversion. In 1986 the people of Trenton followed suit. That action, 25 years after the new system was created, closed the book on the original junior college system in Missouri.

Growth for the system was not over yet, however. The people of St. Charles County, near St. Louis, had failed in an attempt in 1976 to win voter approval of a community college proposal. Driven by migration from the St. Louis area in the early eighties, the county became one of the fastest growing in the state and area leaders felt the need was greater than ever. After several years of preparation, the voters of the county approved in April of 1986 the formation of the newest part of the Missouri junior college system.

GOVERNANCE

The state-level board with powers and duties relating to the higher education sector is the Coordinating Board for Higher Education. The coordinating board employs a commissioner to act as its chief executive officer in carrying out its goals and responsibilities. The commissioner is also responsible for employing and administering the board's staff, which makes up the Department of Higher Education. The coordinating board is a lay board, composed of nine members appointed by the governor with consent of the senate for six-year terms. No two of the members can be from the same congressional district and no more than five from the same political party. The board must meet at least four times a year. Several committees serve the board, some handling the details of board items and others composed of institutional representatives and other citizens, which serve to advise and inform the board.

The coordinating board has advisory and governing board powers within its statutory authority. The basic role of the board is one of informed spokesman for the public interest balancing the needs and goals of the state against those of the individual institutions. The four main functions of the board, especially with regard to community colleges, are statewide planning and coordination for higher education, providing information and public policy recommendations for state policy makers, program approval and review, and budget recommendations on state aid to the governor and the General Assembly. The coordinating board cooperates with the Department of Elementary and Secondary Education with regard to vocational-technical education as it relates to community colleges.

FISCAL

Funding sources for Missouri's community colleges tend to vary in their importance from district to district. Although Missouri statutes limit the state's share of the combined expenditures for all junior colleges in the state to 50 percent, the individual institutions are relatively autonomous in budget decisions with regard to revenue resources and their proportion of the budget The reliance on the local property tax revenue also tends to make across-the-board comparisons of revenue components difficult. However, for all of the institutions as a group, the proportion and range by source of unrestricted education and general revenue for fiscal year 1986 are:

Category	Statewide Percentage	Range
State Appropriation	39.8%	34.8% to 48.5%
Local Appropriation	28.7%	5.3% to 36.7%
Student Fee Income	20.5%	11.2% to 25.2%
State Voc. Reimbursement	2.6%	0.0% to 6.6%
Other	8.3%	3.6% to 35.9%

Included in the category labeled "other" are any federal aid, grants, endowment income, and sales of educational services and equipment. A caveat to these statewide figures is their inability to illustrate the diversity in funding resources at various districts, although the range amounts do give some measure of it. For example, the small rural districts tend to depend more on income from state appropriations and "other" sources, due to a low property tax base, while the urban districts receive a larger proportion from local revenues.

The state aid portion of junior college revenues utilizes a credit hour driven formula. Each institution reports to the coordinating board the number of eligible credit hours generated the previous year, with the hours categorized as general or vocational. State funding is provided on a per credit your basis, the rate being set statewide and differentiated for each type of credit hour. As mentioned before, the statewide total cannot exceed 50 percent of institutional expenditures.

Tuition rates, on the other hand, are a matter of institutional prerogative. Although the coordinating board makes recommendations concerning the proportion of the budget they should comprise, tuition is one of the few income sources over which the board of trustees has any control. Therefore, they also vary widely from district to district. The 1986-87 range of unrestricted student fees for district residents is from $360 to $735, a statewide increase of about 37 percent since 1983. Out-of-district student tuition ranges from $640 to $1,035, an increase of approximately 26 percent over the same period. Unrestricted student fees are the charges incurred by a full-time student for one academic year and do not include restricted or designated fees for a specific purpose such as health service, student activities, or debt retirement.

PROGRAMS

New program approval was authorized by the 1974 reorganization act that created the Coordinating Board for Higher Education. This power of approval of proposed new degree programs, which extends to both two- and four-year public institutions, is designed to promote effective and economical specialization among the institutions and to implement the coordinated plan for the development of higher education in the state. Additionally, in 1983 the coordinating board assumed the added role of reviewing existing degree programs on a five-year rotational basis.

All new degree programs and certificate programs of more than one semester must be submitted to the coordinating board for review and approval. In addition to submitting new programs for in-district offering, an institution must submit for approval programs offered outside the college district. Multiple campus institutions must submit separate proposals for individual campuses. The institution must implement an approved program within two years of approval or the proposal must be resubmitted with updated information. Changes in existing programs, such as adding new options that are an inherent part of the original program, do not require approval.

The criteria for review of a proposal include the program's appropriateness with regard to the institution's role and scope; the academic structure of the program; the area, state or national need for the program; duplication of efforts of other institutions; adequacy of faculty and library resources; adequacy of physical facilities and instructional equipment; administrative structure; and suitability of financing arrangements (including institutional reallocation of funds and the financial costs and benefits resulting from the program). Since innovative programs may differ significantly from traditional practices, nontraditional proposals must provide information to justify that difference and assure that traditional quality will be maintained. Proposed programs are measured by the coordinating board against these standards and, after clarification of any problems or questions through communication with the institutions, are approved or rejected. Procedures have been established for an institution to request that the coordinating board reconsider its decision on a proposal.

As mentioned earlier, prior to 1961, the state's junior colleges were concerned primarily with college transfer curricula for current high school graduates. Today, Missouri's community colleges are truly comprehensive institutions, offering a full range of programs. These include the traditional academic programs geared toward transfer to four-year institutions, technical-vocational training and certification designed to prepare students for employment, general education for all students, community services, and adult basic and continuing education. In addition, several institutions are engaged in partnerships with industry to provide job related training and skills upgrading. Some are also implementing activities to attract the nontraditional learner to higher education, especially with regard to older and minority students.

Prior to 1974, all public community/junior colleges were accredited by the state department of education. As a result of state reorganization in 1974, statutory authority was transferred to the coordinating board, including the responsibility for accreditation, which is a prerequisite for receiving state funding. At that time, the oard adopted the current policy which accepts accreditation by the North Central Regional Accrediting Association as prima facie evidence of acceptable standards. Authorization to establish a new college and the approval of the program of instruction constitutes initial accreditation for three years. After that time, in the absence of North Central accreditation, the coordinating board conducts accreditation visitations, under its adopted guidelines.

Neither the Missouri legislature nor the coordinating board sets graduation or degree standards for the state's community colleges. While the legislature has required the teaching of certain subjects, for example U. S. and Missouri constitutional studies, the determination of the course requirements for degrees or certificates is considered the prerogative of the individual institution. Through its statutory charge to establish guidelines to promote and facilitate student transfer, the coordinating board has established definitions of general degree programs, but these do not identify specific requirements for graduation. The coordinating board has some additional control in this area, through its power of approval of new programs.

ENROLLMENT

Full-time equivalency and headcount enrollment reported in terms of being on-campus and on-schedule are the enrollment standards used by the coordinating board. On-campus, on-schedule refers to students engaged in activities taking place in campus facilities or an approved residence center or within the community college district and which are offered on a schedule which generally corresponds with the regular academic term. Full-time equivalency is a constructed student count calculated by dividing the total number of credit hours generated by the applicable normal student load. Headcount enrollment is an unduplicated count of students regardless of full- or part-time status.

Enrollment patterns by program are not available at this time, since Missouri is only now beginning to collect information at that level of detail. The only measure of program level activity currently available concerns degrees conferred, which is of limited use in this context, especially with regard to community colleges, since they enroll many students whose goals may not include any formal award.

As was evidenced in the system history, enrollment numbers increased rapidly during the formative years of the system. Determining the exact level of growth is difficult, however, since the definitions for reporting and the methods of collecting information changed several times during the period. Enrollments continued to increase after 1973 until reaching a peak in the fall of 1983 exceeding 59,000 by student headcount and 32,000 full-time equivalents, both figures being on-campus, on-schedule counts. Since that time, enrollment changes at the two-year institutions have been uneven, with an overall decline of over 8 percent in FTE and a headcount reduction of nearly 7 percent between fall, 1983 and fall, 1986. Contrary to that trend, however, is the growth reported between 1985 and 1986 of approximately 5 percent in both categories, mostly due to increases in older and part-time students.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Deputy Commissioner
Coordinating Board for Higher education
101 Adams Street
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MONTANA

by

TERRENCE A. TOLLEFSON

Montana has three public community colleges and three tribally controlled two-year colleges. Dawson Community College, the oldest community college in Montana, was established in 1940. The Board of Regents in Higher Education serves as both coordinating board and governing board for all public higher education in Montana.

Public and tribally controlled community colleges in Montana enrolled approximately 4,000 students in 1987. Of more than 500 degrees awarded, 29 percent were in general studies and 19 percent were in business.

Average tuition and fees at public two-year colleges in 1987 was $423, and about 11 percent of educational and general revenues were received from tuition.

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NEBRASKA

by

BEN E. FOUNTAIN

There are 11 public community colleges in Nebraska. McCook Community College and Nebraska Western College were founded in 1926. The two-year institutions are governed by local boards although there is a state level Nebraska Coordinating Commission for Postsecondary Education located in Lincoln.

The technical and community colleges enroll nearly 29,000 students. Of the more than 4,300 degrees awarded in 1987 by two-year institutions in Nebraska, 24 percent were in business fields and 21 percent in the industrial trades. Tuition and fees averaged $740 per year and comprised 16 percent of the educational and general revenue of the institutions in 1987.

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NEVADA

by

TERRENCE A. TOLLEFSON

Nevada has four public community colleges. Northern Nevada Community College was established in 1967. The Board of Regents of the University of Nevada System is the governing board for all public higher education.

Enrollment in Nevada public community colleges in 1987 approximated 24,000 students. General studies degrees represented 24 percent and health fields comprised 23 percent of the degrees awarded, which totalled over 1,000.

Tuition in Nevada public community colleges averaged $573 annually, and tuition accounted for over 16 percent of educational and general revenue.

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NEW HAMPSHIRE

by

ELISABETH J. NOYES
Director, Academic Planning and Program Development
University System of New Hampshire

SUMMARY

The University of New Hampshire consists of the University of New Hampshire, Keene State College, Plymouth State College, and the state-wide School for Lifelong Learning.

Mission and Goals

The mission of the University System of New Hampshire (USNH) is to serve the higher educational needs of the people of New Hampshire. The university system strives to assure the availability of appropriate higher educational opportunities to all New Hampshire people; seeks to enroll a diverse student population to enhance education experiences; and provides programs and activities based on a commitment to excellence. Through its institutions, the university system engages in research which contributes to the welfare of humanity; and provides educational resources and professional expertise which benefits the state and its people, the region, and the nation.

The USNH is an essential educational, research and public service resource reaching into every region of the state to touch the lives of nearly every New Hampshire resident. Its major institutions, the University of New Hampshire at Durham and Manchester, the State Colleges at Keene and Plymouth, and the state-wide School for Lifelong Learning, provide individualized courses and undergraduate/graduate degree programs emphasizing comprehensive general education with specialized concentrations in career areas. The campuses and a dozen affiliated organizations and agencies engage in research and public service activities which not only strengthen the quality of campus educational programs, but also provide knowledge and expertise of practical value to New Hampshire people.

College-going among New Hampshire's high school graduates has increased by more than 10 percent during the 1980s and is at an all-time high. Applications from New Hampshire residents for admission, readmission, or transfer to the USNH institutions have increased by 19 percent since 1980. In fall, 1987, nearly 20,000 New Hampshire residents enrolled in the university system's credit and noncredit programs.

Nearly a third of today's students are adults 25 years of age and older, studying part-time, working full-time, and, most often, having family and community responsibilities. Their needs and interests are quite different from those of the typical 18-to 24-year-old college student.

Since 1986, the state has provided special needs and program enhancement funding in support of efforts by the university system institutions to expand and upgrade campus computing, telecommunications and electronic media equipment; to revamp, expand, and extend to general education core curriculum at each campus; to acquire expensive teaching and research equipment; and to increase financial aid available to students.

HISTORY

The University of New Hampshire is one of 71 land-grant institutions in the 50 states and Puerto Rico. Its objectives reflect its origin as a state institution under the Morrill Act of 1862, which provided for the support in every state of "at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agricultural and mechanic arts in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Subsequent acts of Congress -- particularly the Hatch and Smith-Lever Acts -- brought about, with concurrent action by the state legislature, the broadening of the university's responsibilities (initially in agriculture) to include the conduct of research and public dissemination of the knowledge available in the classroom and gained in the laboratory. The university operates a branch campus in Manchester which offers two-year, four-year, and graduate programs for commuter students.

The state colleges at Keene and Plymouth have a distinguished tradition in the field of training teachers in elementary and secondary education, physical education, business education, home economics, and industrial education. In 1963, they were designated state colleges, merged by legislative action with the University of New Hampshire, and authorized to develop curricula in the liberal arts, the sciences, and business administration. The evening division and summer session at both institutions, originally designed for professional development of teachers, have been expanded into general programs for life-long learning. Research and public service activities have been established, consonant with the colleges' new mission.

The university system's School for Lifelong Learning was established in 1972 to serve the off-campus areas of the state. The school relies on the facilities and resources of the USNH institutions, other public and private postsecondary institutions in New Hampshire, and the communities with which it works to provide degree credit and noncredit programs to the citizens of the region. A major mission of the school is to develop innovative higher education programming to meet the particular and often unique needs of the state's adult population. The school's bachelor of professional studies, bachelor of general studies, and associate degree programs are available at school for Lifelong Learning Centers located throughout New Hampshire.

GOVERNANCE

The USNH is governed by a single board of trustees provided for by State law (RSA 187:5). The board is composed of 25 trustees, including 11 members appointed by the governor with the advice and consent of the executive council; four members, at least one of whom shall be a resident of New Hampshire, elected by the alumni of the University of New Hampshire; one member elected by the Keene State College alumni; one member elected by the Plymouth State College alumni; one member who is a student enrolled at and elected by the student body of the University of New Hampshire, Keene State College, or Plymouth State College; and seven ex-officio members (the governor, the state commissioner of agriculture, the state commissioner of education, the chancellor of the university system, the president of the University of New Hampshire, the president of Keene State College, and the president of Plymouth State College.)

Terms of office of the appointed/elected members (except the student member) are for four years and end on June 30th; each member (except the student member) holds office until a successor is appointed and qualified. The student member is elected each year and his/her term begins on June 1 and ends on May 31. Appointment of successors or filling of vacancies for unexpired terms is by appointment or election in the same manner as provided. The law specifies that two members of the board shall be farmers; and both political parties shall be represented on the board.

The officers of the board shall be elected by the members. There shall be a: chairperson, vice chairperson, secretary, treasurer, and legal adviser. All officers shall be members of the board.

An officer of the board may be removed from office at any time by a vote of two-thirds majority of the board members eligible to vote. A vacancy thus created will be filled as prescribed in Article 1, Section 2.

The governor of the state and the chancellor of the university system shall be ex-officio members of all committees.

The chancellor and presidents shall not be voting members of any committee.

Any trustee may attend any committee meeting.

Each committee shall act within the authority delegated to it; shall keep the Board informed of its activities; and shall submit recommendations to the board whenever the issues or proposals before it require board action.

Following the annual meeting, the chairperson of the board shall appoint an executive committee and the following other standing committees: academic affairs; alumni affairs; financial affairs; and personnel. These standing committees shall perform, in addition to the duties set forth below, any other duties assigned by the chairperson of the board.

Special committees of the board may be created to study matters specifically delegated to them. Such committees shall be appointed by the chairperson of the board and shall have such powers as may be assigned at the time of their formation, and shall cease to exist when their functions have discharged.

Special or ad-hoc committees established by the chairperson of the board include: The Board of Governors for New Hampshire Public Broadcasting and the managerial group which consists of three members of the board who, in accordance with the *Federal Industrial Security Manual for Safeguarding Classified Information*, shall have full and exclusive authority to act for the board of trustees in all matters involving the security of classified information which may come into the possession of the institutions of the university system as a result of their work on federal research projects and programs.

Regular meetings of the board of trustees (hereinafter known as the board) shall be held not less than four times per year, at such times and places as the chairperson shall designate. Additional meetings of the board may be scheduled if the business of the board makes it advisable. The regular October meeting shall be known as the annual meeting. The members shall be notified by mail and provided with complete agenda materials not less than eight days previous to each meeting.

Special meetings may be called by the secretary whenever directed to do so by the chairperson of the board or any seven members of the board (who may designate the agenda for such meeting) by giving not less than three days' notice thereof to each member; provided, however, that in case of emergency a special meeting may be called by the chairperson of the board in such a manner and upon such notice as he/she shall deem reasonable and shall so certify in writing. The object and general character of the business to be transacted shall be stated in the notice, and the chairperson shall assure expeditious and timely delivery of notification of a special meeting.

The board of trustees recognizes elected or appointed representatives of the faculty and students on campuses of the university system who are responsible for attending all meetings of the full board of trustees, for providing information and opinion as the board may request or desire, and for informing their campus constituencies of actions taken by the board. Committees of the board also recognize additional elected or appointed representatives of the faculty, staff, and students. Such representatives shall receive notices and agenda materials for all meetings of the full board.

The chancellor is the chief executive officer of the university system. The chancellor reports to the chairperson of the board of trustees. All campus chief executive officers report to the chancellor.

The policy of the board of trustees prohibits discrimination on the basis of sex, race, color, religion, age, national origin, or handicap in the recruitment and employment of employees; in the acceptance of students; in the awarding of grants, scholarships and other funds; in the acceptance of grants and donations; and in the operation of all courses, programs and services.

Any trustee having an interest in a contract or other transaction presented to the board or any committee thereof for authorization, approval, or ratification shall give prompt, full and frank disclosure of his/her interest to the chairperson prior to action by the board or any committee thereof.

FISCAL

The University System of New Hampshire, a nonprofit educational institution organized under the laws of the State of New Hampshire, is comprised of the University of New Hampshire at Durham, the University of New Hampshire at Manchester, Keene State College, Plymouth State College, and the School for Lifelong Learning. The chancellor is the chief executive officer of the system whose staff and central administrative offices are located in Lee, New Hampshire.

In order to ensure observance of limitations and restrictions placed on the use of resources available to the system, financial transactions are recorded and reported by fund group as follows:

1. Current Funds - Funds that support the system's educational and general programs as well as student residences, dining halls and other revenue producing operation. These funds are further divided into unrestricted funds (funds available for any system purpose), and restricted funds (funds that have been restricted by the donor or grantor to support a specific system fund). (7 percent)

2. Loan Funds - Funds that report the status of student loans outstanding and cash available for student loans. (6 percent)

3. *Endowment and Similar Funds - Funds that report assets received from* donors with the restriction they be invested in perpetuity and only the income be utilized. This fund group also includes funds that have been designated by the system's board of trustees to function as endowment; these funds are called quasi-endowment. (9 percent)

4. Plant Funds - Funds that report the real property, buildings and equipment owned by the system. These funds are divided into three categories: unexpended plant fund (funds that have been received for construction and are being held until needed), renewals and replacements (funds used to account for major repairs, renovations and construction projects during construction), and net invested in plant (the original cost of the system's plant and subsequent plant expenditures). (78 percent)

Within each fund group, fund balances restricted by outside sources are so indicated and are distinguished from unrestricted funds allocated to specific purposes by action for the board of trustees. Externally restricted funds may only be utilized in accordance with the purposes established by the source of such funds. The board of trustees retains full control over unrestricted funds and therefore, has the authority to use them to achieve any institutional purposes.

Endowment funds are subject to the restrictions of gift instruments requiring that the principal be invested in perpetuity and the income only be utilized. Certain restricted and unrestricted gifts have been established as restricted and unrestricted quasi-endowment funds by the board of trustees for the same purposes as endowment funds. While any portion of unrestricted quasi-endowment funds may be spent for unrestricted purposes by vote of the board of trustees, restricted quasi-endowment funds may be spent only for the restricted purpose designated by the donor of the original gift.

All gains and losses arising from the sale, collection, or other disposition of investments and other noncash assets are accounted for in the fund which owned such assets. Ordinary income derived from investments, receivables, and the like is accounted for in the fund owning such assets, except for income derived from investments on endowment and similar funds. Income derived from these funds is accounted for in the fund to which it is restricted, as revenues in unrestricted current funds.

PROGRAMS

Approval Process - Proposals for new programs are subject to a two-step approval process: 1) the introductory stage; and 2) the approval stage. The introductory stage provides sufficient information to permit assessment of a new program proposal in terms of appropriateness, need and resources. It examines the proposal implications at a stage where it is still receptive to modification. The approval stage provides all required information in a fully developed narrative with objectives, design and delivery of the proposed program, including reports of outside reviewers and/or other consultants. The System Academic Planning Council reviews the proposal at the approval stage, for sufficient overall planning, academic integrity, and adequacy of required resources. The proposal may yet undergo revision, due to SAPC recommendations at this point, or at the recommendation of the administrative board of trustees at later dates. Depending on the type of proposal (major, option, degree, etc.), the approved proposal is forwarded for action to the administrative board, and for action of information to the board of trustees. New associate degrees require the approval of the Joint Management Committee before being forwarded to the board for approval.

Types of Programs - The University System of New Hampshire is charged to provide the residents of the state with a well-coordinated system of public higher education offering the arts and sciences, and the professional and technical two-year, four-year, and graduate programs which serve the needs of the state and the nation. In addition, the university system generates research which contributes to the welfare of humanity, to the development of faculty, and to the educational resources and professional expertise to benefit the state and its people.

To stay responsive to its charge, the university system maintains on-going assessments of the needs of the state and its people, and adjust the university system's programs and services as appropriate.

All institutions in the system offer undergraduate programs that provide students with a broad general education, as well as an appropriate range of majors in the arts, sciences, technical and professional areas, to provide students with choices. These programs afford students opportunities to develop their potentials as individuals and members of society.

The state colleges provide selected professional and technical two-year, four-year, and master-level graduate programs which are consistent with their missions and capacities. Founded to provide the state with a well-qualified teaching force, the state colleges remain committed to excellence in teacher preparation. As important as this tradition is, the state colleges have grown to be more comprehensive academic institutions, and now also offer a variety of undergraduate programs and several master-level programs. As the state colleges' primary mission is teaching, they carry on a limited degree of research. Except for designated special programs, they focus their educational resources and professional expertise on demands of their regions and of the state.

The university offers a wide range of undergraduate and graduate programs, including the specific agricultural and technical programs appropriate to its mission as a land-grant institution. The university has the principal responsibility for meeting the state's needs for master-level and doctoral education, for conducting and sharing research, and for responding to state-wide and regional demands for educational resources and professional expertise. In addition, the most distinguished of the university's research and educational services contribute on national and international levels.

Degree Requirements - Degree requirements vary from program to program, but are consistent with the traditional, national practices for approval set-out by regional accrediting bodies and special program accrediting agencies.

ENROLLMENT

Larger numbers of returning upperclass students and a nine percent increase in the number of continuing education students have produced record enrollments in the University System of New Hampshire institutions.

A record total of 27,925 persons are enrolled in the educational programs being offered by the USNH institutions -- 2,043 more students or an eight percent increase over the last year.

The fall, 1987 enrollment data indicates that new emphasis by the university system campuses on programs that help students succeed in their college studies is producing a higher student-retention rate. While there are 208 more "new students" (freshmen, transfer and re-admitted students) enrolled this fall, there also are 534 more returning upperclass students than had been anticipated.

Across the university system, a total of 18,768 students are enrolled in programs leading to the award of academic degrees -- marking the fifth successive year in which degree-candidate students currently enrolled in the USNH institutions.

Nine thousand, one hundred and fifty-eight people, most of whom are adult students, are enrolled this fall in credit and non-credit continuing education programs offered by the USNH institutions. Their number is 1, 218 more than last year. All campuses report growth in continuing education enrollments led by a 33 percent increase at the University of New Hampshire at Manchester.

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NEW JERSEY

by

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Department of Higher Education

SUMMARY

New Jersey offers its citizens a wide range of higher education opportunities, namely, 57 public and private institutions of higher learning. There are 17 county community colleges and two county community college commissions. The other public institutions are Rutgers- The State University, New Jersey Institute of Technology, nine state colleges, including Thomas A. Edison State College which offers non-traditional degree programs based on testing and credit award for individual life experience portfolios, and the University of Medicine and Dentistry of New Jersey which offers professional training in medicine, dentistry, health sciences and health related professions. In addition, there are 26 independent colleges and universities.

The framework for county community colleges in the state of New Jersey was established by the legislature in 1962, and the first colleges opened their doors in the fall of 1966. The county colleges were established to meet the educational, cultural, and community needs of their respective counties. Their students can choose from transfer and terminal programs offering academic coursework leading to the award of associate degrees, programs leading to certificates of proficiency, general interest educational programs, and community service programs. The colleges are county based institutions with financial support from both the state and the counties in which they are located.

All New Jersey county colleges have two important commonalties. First, they are all open access institutions which permit any person with a high school diploma or its equivalent, or any person over the age of 18 to enroll for courses; second, they have relatively affordable tuition. These two common factors have greatly expanded higher education opportunity for new populations for students. Typically, county college populations include minority students, women students, older students, and part-time students. County colleges have provided new opportunities for their students by preparing them to enter four-year institutions, training them to assume skilled positions in the work force, colleges represent a vital and vigorous part of the total system of higher education in the state of New Jersey.

GOVERNANCE

The Board of Higher Education was established in 1966 by legislative action which was the result of the recommendations of a gubernatorially appointed Citizens Committee for Higher Education. The board consists of 18 members, nine of whom are public members, appointed by the governor with the advice and consent of the senate, and six of whom are representatives of higher education institutions of the state. Five of these latter are the chairperson of the following bodies: the Board of Governors at Rutgers; the Board of Trustees of the New Jersey Dentistry of New Jersey; the Board of Trustees of the New Jersey Institute of Technology; the New Jersey State College Governing Boards Association; and the Council of County Colleges. The representative of the Association of Independent Colleges and Universities in New Jersey and the president of the State Board of Education are also members. The chancellor of higher education and the state commissioner of education are ex-officio members. This composition ensures that the interests of the public are represented and provides each institution and/or sector with the opportunity for direct participation in formulating state policy.

The functions of the Board of Higher Education are set forth in statute which grants to the Board of Higher Education the authority to issue regulations to amplify the statues and establish rules for the governance of the colleges. Additionally, the Board of Higher Education coordinates activities of the individual institutions within the system and maintains general financial oversight of the colleges. Therefore, the State Board of Higher Education is responsible for overall planning for the entire higher education system of the state. *The Statewide Plan for Higher Education*, adopted by the board in April 1981, provides a framework for both state and institutional planning. The individual institutions submit their own master plans, which are written with the broad perspectives of the statewide plan as a framework. The Department of Higher Education, which is the administrative arm of the board, has been developing strategies for the implementation of the various goals of the plan in consultation with the institutions. In addition, planning activities are carried out by the department on a continuing basis under the auspices of the Board of Higher Education in areas such as professional health personnel, basic skills, teacher education, bilingual education, outcomes assessment, engineering and related technologies, and capital construction.

The Council of County Colleges is a statutorily established body that acts in an advisory capacity to the Board of Higher Education. It consists of the president and chairperson of the board of trustees of each county college. The chancellor of higher education is an ex-officio member. According to statute, the purpose of the council, under the guidance of the Board of Higher Education and with the assistance of the staff of the department of higher education, is to "ensure acceptable and effective lines of development in admissions policy, academic standards, programs, financial and community relations in the several county colleges." As previously stated, the council has a representative on the Board of Higher Education, thus permitting participation at the highest policy level. The chancellor, through his designee, the director of the office of community colleges, makes a point of discussing all issues concerning the county colleges with the council prior to his making recommendations to the Board of Higher Education.

Department of Higher Education Functions

The Department of Higher Education is comprised of the office of the chancellor and vice chancellor and four operating areas each headed by an assistant chancellor. The four operating areas are:

- Universities, Independent Colleges and Health Programs
- Academic Affairs
- Student Assistance and Special Programs
- Fiscal Affairs.

The chancellor is appointed by the Board of Higher Education with the concurrence of the governor. Professional staff of the Department of Higher Education are appointed by the chancellor. The department continues to be rather unique in New Jersey state government in that its professionals are neither in the classified civil service nor political appointees. Most come to the department after having worked on a college campus and have career aspirations which will return them to a campus.

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The department acts as staff to the Board of Higher Education, coordinates state and federal activities relating to higher education, and provides advice to the governor on affairs and problems of higher education, including recommendations for proposed legislation. The department encourages cooperation among institutions, stimulates programs related to higher education, maintains an inventory of data and information, and acts as a clearinghouse and agency for information on state and federal services and programs. Consequently, all areas of the Department of Higher Education have an impact on the county colleges. The Department of Higher Education's philosophy is, foremost, to provide technical assistance and necessary maintenance to furthering the health of the colleges.

County College Governance

Each college and university in New Jersey has its own independent board of trustees. According to statute, the boards of trustees of the county colleges consist of "the county superintendent of schools and 10 persons, eight of whom shall be appointed by the appointing authority of the county with the advice and consent of the board of chosen freeholders, at least two of whom shall be women and two of whom shall be appointed by the State Board of Higher Education, subject to the approval of the governor . . . The president of the college shall serve as an ex-officio member of the board of trustees without vote. . . In addition, the student body of each college shall be entitled to elect from the graduating class one representative to serve as a non-voting member of the board of trustees for a term of one year commencing at the next organization of the board following graduation of his class." These boards are responsible for providing leadership and shaping policy for their institutions. All trustees of public institutions of higher education serve on a voluntary basis.

Each county college has a board of school estimate. This board consists of the chairperson of the board of freeholders, and two members of the board of trustees appointed by that board. The board of school estimate has the responsibility for determining the amount of money required to be appropriated to the county college from county revenues for its operation each year. This amount does not include revenues anticipated from the state or other sources such as tuition and fees. This information is then forwarded to the Department of Higher Education and to the board of freeholders, the latter of which collects and appropriates the necessary amount in the same manner as for other county purposes.

FISCAL

Along with its planning functions, the board has the responsibility to maintain general financial oversight of the public higher education system. This oversight is carried out in close concert with the individual institutions. Statute requires that the Board of Higher Education "receive all budget requests from the institutions, coordinate and balance such requests, and submit a combined request for appropriations annually to the governor." The board attempts to achieve this function of fiscal oversight as equitably as possible by addressing the needs of the institutions, the fiscal condition of the state, and the regulations of the Department of the Treasury. New Jersey's constitution requires that "no general appropriation law or other law appropriating money for any state purpose shall be enacted if the appropriation contained therein, together with all prior appropriations made for the same fiscal period, shall exceed the total amount of revenue on hand and anticipated will be available to meet such appropriations during such fiscal period, as certified by the governor." A balanced budget, therefore, is mandated.

The Department of Higher Education annually promulgates a timetable and a process for dealing with public institutional budget review and consolidation. Throughout the budgetary process there are opportunities for the institutions to participate. The allocation of state operating aid to each college within the county college sector is statutorily charged to the Board of Higher Education. The formula used for this allocation process has changed from an enrollment driven model to one based on categorical aid and differential program costs.

The state also provides two other categories of funding to the county colleges. The first is the alternative benefit program. Under this program, the state funds 50 percent of the pension costs of employees who are eligible for the TIAA-CREF plan. These employees include all faculty and academic administrators deemed eligible by the Board of Higher Education. Secondly, the state funds 50 percent of the annual debt service on county bonds issued for Board of Higher Education approved capital construction projects at the county colleges.

The county colleges also receive funds from two other major sources: county aid and tuition and fees. Furthermore, there are state sponsored grant programs which make funds available to county colleges.

PROGRAMS

Another responsibility and function of the board is that of coordination. First, coordination deals with optimizing relations between educational institutions, consumers, and taxpayers in order to maintain a proper balance between suitable claims of institutional autonomy and the responsibility of government to assure the adequacy of services offered to the public. Second, a part of the coordination function of the Board is to encourage harmonious and cooperative relationships among all public and private institutions. Such coordination has many specific purposes, including assuring that resources are used most effectively, that programs and facilities are not duplicated unnecessarily, and that the wide variety of programs required by the citizens of the state can be provided.

Further statutory functions of the board are to approve all new academic programs, approve the discontinuance of programs, and to review existing programs. Here too, the board, through its department staff, has developed special processes to balance institutional needs and desires with those of the system as a whole. Maximum communication and responsiveness between the department and the institutions characterize these internal department processes. For example, the Statewide Plan for Higher Education of 1981 makes the following statement about the review of academic programs:

> During the previous decade, when the New Jersey system for higher education was expanding, the Board of Higher Education confined its oversight of programs of instruction, research, and public service in institutions of higher education to the review of proposals of new programs. In the 1980s, the emphasis should shift toward maintaining and improving program quality through the establishment and implementation of procedures for the regular review of existing academic programs. In order to assure academic freedom and institutional autonomy, the responsibility for establishing the procedures for carrying out the reviews and implementing their recommendations shall remain with the respective institutions.

The Board of Higher Education is also responsible for licensing institutions to operate. With respect to institutions accredited by the Middle States Association, the Department of Higher Education, which participates in these visits as part of the Board's licensure responsibility, generally accepts the judgement of the Commission on Higher Education of the Middle States Association. The general acceptance by the Department of Higher Education of the Middle States team report and subsequent actions taken by the commission is a conscious attempt by the department not to burden the institutions by requiring them to undergo more outside evaluations than are absolutely necessary. For those institutions not so accredited and for those from out-of-state, the board created an advisory group known as the Licensure and Approval Advisory Board (LAAB), composed of representatives of New Jersey institutions, to advise on these matters. The county colleges have two representatives, designated by the Council of County Colleges, on LAAB. Upon request, LAAB provides advice to the Chancellor on any matter relating to licensure and degree approval that affects the maintenance of educational quality and the optimal utilization of education resources in the state. Their authority in this regard can extend, upon request by the Chancellor, to any public or private institution in the state. The board's overall philosophy in carrying out its mandates, in general, is to set the framework within which New Jersey's institutions function.

By statute, it is a responsibility of the Board of Higher Education to approve all new academic programs, approve the discontinuance of programs, and to review existing programs. Specific procedures have been developed to fulfill these responsibilities consistently and effectively. The initiative for new programs comes from the institution through various processes established by the individual institutions and/or sectors to the Department of Higher Education before review and presentation to the Board of Higher Education.

The Curriculum Coordinating Committee membership, which is appointed by the Council of County Colleges, reviews all new county college programs proposed at or below the associate degree level. The committee is advisory in nature to the Department of Higher Education, which provides it with staff support.

The Curriculum Coordinating Committee can also avail itself of additional input from three committees organized to provide guidance in certain specialized areas: the Health Professions Education Advisory Committee; the Advisory Council on Technology; and, the Law Enforcement Education Advisory Committee. Department staff are in close communication with these committees and can, therefore, act as a conduit for information from them to the Curriculum Coordinating Committee. The Office of Community Colleges within the department is always available to offer technical assistance to the various colleges and committees upon request at any point in their deliberations.

Within the academic affairs area of the Department of Higher Education, the Office of Community Colleges performs a host of functions with regard to the 17 county colleges and two county college commissions. Within the area of program development, the Office of Community Colleges works closely with institutional and sector representatives in such areas as the processing of new degree programs, the annual allocation of over $2 million of federal vocational education program funds, the federally mandated review of vocational education programs and civil rights compliance activities. The office works toward strengthening opportunities for individual institutional development and interagency cooperation by helping establish relationships between the colleges and appropriate state agencies and organizations (i.e., Department of Education, Department of Labor), and by furthering experimentation in special project areas such as new instructional techniques involving media-based instruction through cable television. Other areas of endeavor include encouraging the development of regional programs and facilitating the development of more high technology programs.

In any description of the work of the Department of Higher Education as it relates to the county colleges, the Basic Skills Assessment Program needs to be mentioned. The Basic Skills Assessment Program was created by the Board of Higher Education in 1977 and works in cooperation with the Basic Skills Council. The advisory group is composed of faculty members and administrators from all sectors of New Jersey higher education. The program annually provides a testing instrument to assess the basic reading, writing, and mathematical skills of entering college freshmen at all public colleges and universities. The results of the statewide testing, as well as descriptions of all public college remedial programs, are published by the council each year. The program facilitates the interchange of information among institutions and between higher education and the public schools (K-12). The Basic Skills Council also assists the colleges in evaluating their remedial programs. The council's reports on the effectiveness of collegiate remedial programs and the student testing program are aimed at helping the department and institutions eventually to overcome at least some of the problems inherent in the remediation effort.

ENROLLMENT

There is a strong commitment in the state of New Jersey to reduce financial barriers and increase higher education opportunities for New Jersey residents. In the area of loans, New Jersey has the eighth largest guaranty agency in the nation, measured in terms both of the number of students served and of the number of dollars guaranteed. New Jersey, which ranks ninth among the states in population, is the fifth largest provider of grants and scholarships in the nation. The Office of Student Assistance handles loans, grants, scholarships, and other student assistance programs for the Department of Higher Education. The fundamental purpose of publicly supported student assistance programs is to reduce or eliminate financial barriers to higher education.

The federally sponsored Guaranteed Student Loan (GSL) and PLUS Programs also contribute to a student's ability to select either a New Jersey institution or an out-of-state school. These low interest loans assist institutions in completing financial aid packages.

Another purpose widely recognized as important to the welfare of the state and its individual citizens is to provide educational opportunity to persons excluded by historical poverty. Recognizing that substantial individual talent has been under-utilized and that significant social contributions can result when economic and educational barriers are removed, the Education Opportunity Fund (EOF) was created in 1968 to encourage the development of that talent in our colleges and universities. The EOF Program provides access and academic support services for about 12,000 economically and educationally disadvantaged students in 57 New Jersey institutions. The program provides students' grants for undergraduate and graduate students and supports an array of academic support services which include pre-freshman summer programs, tutoring, counseling, and developmental education courses.

There are clear educational and social benefits to be gained by rewarding students with superior academic records and encouraging them to enroll in New Jersey colleges and universities. The Garden State Scholarship (GSS) Program accomplishes this purpose by providing scholarship allocations to New Jersey institutions of higher education to use in the recruitment of superior students. New Jersey legislation has been enacted to create the Garden State Distinguished Scholars Program. This program recognizes secondary school academic performance and encourages students to attend New Jersey postsecondary institutions by providing $1,000 awards. The average SAT score exceeds 1200 and many institutions are providing additional incentives. In addition, the Department administers two veteran's assistance programs, as well as a POW/MIA program. In addition, information is provided to interested students on federal financial aid programs.

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NEW MEXICO

by

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New Mexico has 12 public two-year colleges, including three community and junior colleges, two vocational technical institutes, one military institute, one institute of American Indian Arts, and six university branch campuses.

The Commission on Higher Education is the statewide coordinating agency.

Enrollment in New Mexico's two-year public institutions exceeded 32,000 students in 1987. Of more than 2,400 degrees awarded, 27 percent were in health fields and 20 percent were in business.

Average tuition and fees were $407, and tuition comprised nearly 10 percent of educational and general revenue.

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NEW YORK

by

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SUMMARY

The SUNY Community College system under the program of the State University of New York, includes 30 institutions, all but one, Fashion Institute of Technology, outside of New York City. The community colleges receive both state and local financial support, while the university's other 34 institutions are fully state supported.

The community colleges have specific goals defined by the SUNY Board of Trustees. In addition to offering the occupational programs which lead directly to a career and providing the first two years of a baccalaureate education, they serve statewide and local interests with adult (continuing) education and developmental studies to meet individual needs, in addition to specific programs for local firms and their employees.

HISTORY

The history of the community colleges in New York is a relatively short one because legislation to provide for their establishment was passed only as recently as 1948.

Although some of the ideas associated with this movement had roots deep in New York's history, the development of community colleges was a unique response to powerful socioeconomic forces felt in the State in the mid-twentieth century.

The State Board of Regents developed its *Plan for Post War Education in the State of New York* in 1945 as a major proposal to create 22 entirely new postsecondary institutes that would combine technical training with general education. When a temporary commission on institutes of applied arts and sciences examined this plan, five post secondary technical/vocational institutions were recommended as a five-year experiment. These fully state-supported units were opened in temporary facilities at Binghamton, Buffalo, New York City, White Plains, and Utica.

The perceived need for technical education in New York State in the late 1940s, the shortage of four-year college facilities, and a growing belief that discrimination in admission was being practiced at existing colleges added fuel to a loud public demand at that time for the creation of a state university, a public higher education structure that existed in every other state at that time. The Temporary Commission on the Need for a State University was established in 1946 to give serious consideration to the need for new state-supported institutions.

The final report of New York's Temporary Commission on the Need for a State University said that the conditions of the times in New York State in 1948 required a broadening of the public provisions for higher education on all fronts. The commission recommended:

> Establishment, with state aid, of locally administered public community colleges, offering two-year terminal general and technical education, thus providing for an important unmet need in the educational system of New York State. The capital costs of these colleges should be shared equally by the localities and by the state. One-third of the current costs should be financed by local contributions, one-third by student fees, and one-third by state aid under a long-range plan prepared by the trustees of the state university, and approved by the board of regents, and by the governor. The existing state institutions should be converted into local community colleges where feasible.

The commission saw the recommended community colleges as a part of its proposed state university system. The community college enabling legislation of 1948, separate from the state university's legislation, made it clear that although state university could control the community colleges' program, staff, and admission policies, the state itself would be totally responsible for the financing of the colleges as it would be for all other units within the new university system.

Thus, it was with widespread acceptance of the commission's recommendations that Chapter 696 of the Laws of 1948 was passed March 12 of that year, setting the course for the development of community colleges in the state of New York.

The enabling legislation authorized the establishment and operation of community colleges:

> . . . either individually or jointly, by counties, cities or intermediate school districts, pursuant to the provisions of this article, and providing two-year postsecondary programs pursuant to regulations prescribed by the state university trustees and receiving financial assistance from the state therefor.

Two-year post high school programs combining technical education with general education were to be offered, along with transfer opportunities to regular four-year colleges and special courses and extension work for part-time students.

Almost immediately, Orange County Community College and Jamestown Community College came into being. By 1957, there were 11 SUNY community colleges. Charge-backs were established to permit sharing of sponsor support costs with the home counties of students attending these new colleges. However, the original limitation placed on the colleges to provide terminal training continued only until 1957. Comprehensive community college programs were then permitted at the option of the local sponsor.

Once these community colleges were created, they expanded rapidly in response to the diverse educational needs of their student bodies. Eighteen community colleges were in existence by 1960, and tremendous strides had been toward the goal of placing every high school graduate in the state within commuting distance of a two-year college. The board of trustees of state university called it a dramatic response to a fundamental need. The community colleges were serving 39,222 full-time and 39,702 part-time credit course students by 1967 (seven times the number enrolled 10 years earlier) and offering an extensive range of courses.

By 1972, community college students had almost doubled in number from five years earlier. A total of 66,562 full-time and 55,221 part-time credit course students were enrolled. It is not surprising, therefore, that the rapid growth of the community colleges also created a series of problems related to their accessibility for all students, the quality of their programs and the need for increased fiscal support in an era of rising higher education costs.

The Full Opportunity Program (FOP) of 1970 guaranteed admission to an appropriate program of the participating community college to all high school graduates of the previous year and veterans, both groups in the college's sponsorship area. The incentive to provide this "full opportunity" was increased operating aid from the state.

The state university had to assume increased responsibility for approving new programs and retaining existing ones. Community college programs became subject to state university's single classification and program approval system.

The code of standards and procedures for the administration and operation of community colleges was thoroughly revised in the early 1970s, incorporating a new state-aid funding formula based upon maximum limitations.

Although New York was among the last states to establish a statewide community college system, its growth has been rapid. Today, the State University of New York's community college enrollment of over 175,000 students makes it among the largest community college systems in the country. If credit-free course enrollment were counted, the number would be about 300,000. This success in enrollment is undoubtedly created in part by the excellent accessibility of SUNY's community colleges, for nontraditional students as well as recent high school graduates, matched by the quality and breadth of their faculty and programs, designed to meed the diverse needs of the state's population. The largest growth of the 1980s is seen in the area of vocational and firm-specific training, with the vast majority of non-credit enrollments being found here. This is a result of special state financial assistance for this purpose. Thus, it would appear that in 1985 the community colleges had far exceeded the modest goals that were anticipated in 1948 when New York passed the enabling legislation that led to the development of the present SUNY community college system.

GOVERNANCE

Each college has 10 trustees--five appointed by the local sponsor (usually one or more counties), four appointed by the governor and one elected by the students. The college trustees appoint personnel, adopt the curriculum, prepare the budgets, accept gifts to the college, among other duties. The State University Board of Trustees supervises the colleges, without eroding the local control of the sponsors or the college trustees. The SUNY trustees provide certain standards and regulations, approve the establishment of colleges, the academic curricula, tuition and fee schedule, the nominations of presidents, and the budgets submitted by the local trustees.

The chancellor of the university carries out SUNY board policy at the state level, assisted by the deputy to the chancellor for community colleges and other SUNY central administration officials.

FISCAL

Support comes from student tuition (29.3 percent), the State of New York (34.7 percent), and the local sponsor (36 percent, counting chargebacks).

Since 1970, state aid has been allocated according to a stated dollar amount for each student enrolled. This funding formula also allows for bonuses to colleges for serving disadvantaged students, students in highly technical and business programs, and the like. The current formula is as follows:

1986-87 State Aid - Formula Provisions

Equals the Lesser of 40 percent of Net Operating Costs

OR
The Sum of $1325/FTE
Plus
$35/FTE If the Sponsor Contribution is No Less than 1/2 Mill Full Valuation of Taxable Real Property in the Sponsorship Area
Plus
$212/Full-Time Disadvantaged Student (12)
Plus
50% of Allowable Rental Costs for Physical Space
Plus
$195/FTE Student Enrolled in a Technical Program
Plus
$82/FTE Student Enrolled in a Business Program

The average 1986-87 full-time student tuition rate at the 30 community colleges is $1,225, with a maximum of $1,350 and a minimum of $1,050.

PROGRAMS

The addition or deletion of all degree and credit certificate programs requires the approval of the University Board of Trustees and registration by the state education department. SUNY does require a rather extensive proposal from colleges planning new programs, including information on potential job placement and transferability, fiscal and personal support of the program, availability of students to enroll, and the possibility of duplication with other colleges.

In addition, non-credit vocational, remedial and community service, and contract (firm-specific) courses are approved by the SUNY Office of Community Colleges for state aid purposes.

All colleges are fully accredited by the Middle States Association of Colleges and Schools. In addition, programs in many technical areas (such as nursing, engineering, etc.) are accredited by appropriate national associations.

The SUNY community colleges offer the full range of associate in arts, associate in science, and associate in applied science degrees for transfer and/or career purposes. A few colleges offer associate in occupational science programs, which are career-oriented and do not require a liberal arts core. The colleges are also heavily involved in non-credit programming, much of it vocational in nature, firm-specific training, JTPA services, and a variety of other outreach instructional activities.

Although the colleges decide specific degree requirements, state education department regulations require a minimum number of credits for a degree and a strong liberal arts component for all A.A., A.S., and A.A.S. programs.

ENROLLMENT

A full-time student is usually defined as one taking 12 or more credit hours. One annual FTE (used for state aid funding purposes) is equal to 30 credit hours.

The enrollment patterns by programs in SUNY have pretty much mirrored those of community colleges throughout the nation. For example:

- The number of full- and part-time students has been about equal since the early 1960s.

- The average age of the full-time student is about 25. The average age of the part-time student is about 30.

- The 60/40 ratio between transfer and career students of the 1960s became 50/50 in the mid-seventies and is now about 60/40 with career programs being the majority.

- The majority of students are women because the majority of part-time students are women.

- Non-credit contract course enrollment has increased dramatically -- from about 50,000 in the late 1970s to nearly 150,000 today.

- Ninety-nine percent of community college students are New York residents.

- SUNY community colleges enroll a higher percentage of minority students than that of the combined general population of their sponsorship areas.

- More than two-thirds of community college students qualify for state and/or federal financial aid.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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NORTH CAROLINA

by

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State President
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SUMMARY

The North Carolina Community College System is the third largest in the nation. In 1985-86, over 650,000 individuals, or one in every seven adults in North Carolina took at least one course at a community college institution. The 58 institutions of the community college system are located throughout the state within commuting distance of almost 100 percent of the population.

Of the 58 institutions in the system, 26 are community colleges and 32 are technical institutes or technical colleges. The distinction between a community college and technical institute or college is that community colleges offer a two-year college transfer program in addition to the normal vocational, technical, and continuing education programs.

Although the names may differ, the focus remains the same, vocational and technical education. All of the institutions in the system offer vocational and technical programs to prepare adults for the job market, and basic education for adults.

Support of economic growth and prosperity in North Carolina through education for its citizens was the concept underlying development of the community college system. The system's major focus is on education -- teaching people work and academic skills, as well as encouraging social and citizenship development. The major purposes of institutions in the community college system -- the mission have been defined in the North Carolina General Statutes (115D):

> . . . . The major purpose of each and every institution operating under the provisions of this Chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

The statutory mission statement serves to keep the system focused on vocational and technical education. It also specifically mandates provision of basic academic education for adults through the high school level. These programs--vocational and technical education, and basic academic education for adults--have priority status because of their specific place in the statutory mission statement.

The mission directs the system to serve adults who have left the public schools and are beyond compulsory school age. This definition provides the background for development of policies governing the institutions' relationship to the public schools.

HISTORY

In the years following World War II, North Carolina began a rapid shift from an agricultural to an industrial economy. With that change came an awareness that a different kind of education was needed in the state. People who did not desire a four-year baccalaureate education nonetheless felt the need for more than a high school diploma.

In 1950, the state superintendent of public instruction authorized a study of the need for a system of tax-supported community colleges. The resulting report, by Dr. Allan S. Hurlburt, was published in 1952. It proposed a plan for development of state supported community colleges. In 1957, the General Assembly adopted the first Community College Act and provided funding for community colleges.

The same (1957) General Assembly also provided funding to initiate a statewide system of industrial education centers. These centers were to train adults and selected high school students in skills needed by industry. By 1961, there were five public junior colleges emphasizing arts and sciences, and seven industrial education centers focusing on technical and vocational education.

The need to coordinate these two post-high school education systems led Governor Terry Sanford to appoint the Governor's Commission on Education Beyond the High School. In 1962, this commission recommended that the two types of institutions be brought into one administrative organization under the State Board of Education and under local boards of trustees. The resulting unified community college system would provide comprehensive post-high school education.

Establishment and Growth of the Community College System

In July 1963, the General Assembly, in line with the commission report, enacted into law G. S. 115A, which provided for the establishment of a Department of Community Colleges under the State Board of Education and for the administration of institutions in the Community College System. There were then 24 institutions.

By 1966, there were 43 institutions with 28,250 full time equivalent FTE (FTE) enrollments. In 1969, there were 54 institutions with 59,329 FTE. Enrollments reached a peak in 1985 when the 58 institutions accounted for 130,346 FTE or 653,822 students by unduplicated headcount. The system had grown very rapidly, exceeding ten percent annually nearly every year until the late 1970s. In 1974-75. growth reached the 33 percent mark. The system continues to grow in enrollments nearly every year, but by much more modest margins. The number of institutions has not increased since Brunswick Technical Institute became the 58th in 1978.

Governance

The original legislation placed the community college system under the purview of the State Board of Education, and created a state department of community colleges. In the early years of the system, the state board chairman was Dallas Herring; David Bruton succeeded him in 1977.

In 1979, the general assembly changed the state control of the system. Provision was made for a separate State Board of Community Colleges. The board was appointed and organized in 1980, and met several times with the State Board of Education. The new board assumed full responsibility for the system of January 1,

1981. The Board's first chairman was Duke Power Company executive Carl Horn. He was succeeded in 1983 by John A. Forlines, president of the Bank of Granite.

The Department of Community Colleges has had four presidents: I. E. Ready (1963-1970), Ben E. Fountain, Jr. (1971-1978), Larry J. Blake (1979-1982), and Robert W. Scott (1983-present). Charles R. Holloman served in an acting capacity from September, 1978 to July, 1979. The Department of Community Colleges became fully separate from the Department of Public Instruction in all matters, including fiscal affairs, when the new state board assumed its full powers in January, 1981.

Recent History (1983 - Present)

Under the leadership of President Robert W. Scott, the Department of Community Colleges and the system have focused on specific priorities aimed at enhancing the quality and effectiveness of the system's educational opportunities.

One of the major initiatives has been to focus on the problem of adult illiteracy in North Carolina and the community college system's ability to provide adults with basic skills training. In August of 1983 the department launched the literacy initiative at a statewide conference of institutional adult educators. Since that time additional statewide and regional conferences have been held along with numerous other events and strategies designed to focus the attention of the media and the public on this issue.

In support of the literacy initiative, the State Board of Community Colleges acted to increase the funding for adult basic education programs to encourage institutions to focus more attention on them. Also each institution has been provided with the computer hardware and software necessary to offer a self-paced computer program to teach basic skills to adults.

Computers are taking on an increasingly vital role in system management as well as in instructional programs. The vast majority of system institutions are on the Prime computer system. Once all institutions are a part of this system, there will be a significantly improved capacity for sharing and managing data and other relevant information.

As part of an increased emphasis on quality programming, the department implemented a new process for curriculum approval during 1985 and devised standards for all curriculum programs. The standards were the result of seven years of work by departmental and institutional staff. These standards are helping to ensure that a program offered at one institution is of comparable quality and content as the same program offered at another institution. The new approval process is helping to prevent costly duplication of programs and to ensure that programs are truly in demand and feasible economically.

In recognition of the state's need to provide additional assistance to small business, the community college system received additional state funding in 1984 for the support of a small business center network. Initially a handful of institutions were involved, but due to the demand for and success of these centers, the network now includes 35 of the 58 institutions.

The community college small business centers work with other agencies such as the local chambers of commerce and the University of North Carolina Technology and Development Center, to make referrals and provide services to small business owners and prospective owners. In this capacity the community college system has increased its effectiveness as a resource for individuals in need of specialized education, training and counseling.

In the spring of 1983, the system celebrated its 20th anniversary with a banquet honoring those individuals who were instrumental to the development and success of the North Carolina Community College System. Now underway is a year-long celebration recognizing the system's 25th anniversary. In addition to more event-oriented activities, a major undertaking will include the development of a long-range plan for the system. The development of this plan is currently beginning to take form and will be brought about by an interactive process involving the state board, institutional presidents and staff, and departmental staff. This process should ultimately help the system to plot a course that will result in a continued history of service to the people of North Carolina.

GOVERNANCE

The state of North Carolina has assigned the institutions in the North Carolina Community College System to the State Board of Community Colleges. The board has full authority to adopt all policies, regulations and standards it may deem necessary for operation of the system and to establish the Department of Community Colleges to administer them.

The State Board of Community Colleges is responsible solely for the state's community college system and is not under the domain of any other board or commission. The State Board of Community Colleges is separate from the State Board of Education, which oversees the public secondary schools, and the Board of Governors of the University of North Carolina, which oversees the public university system.

Members of the state board are selected by the governor and the General Assembly. The board's membership should reflect the state's population in terms of race, age, sex, ethnic origin, economic, and social background and the geographical distribution of the state. Members represent business, industry, education and government.

The board consists of 20 members. The lieutenant governor, or a person designated by the lieutenant governor, and the state treasurer are ex officio members. The governor appoints 10 members; four from the state at large, four by the senate and four by the house of representatives. Terms are staggered and expire every other odd-numbered year. No person may be appointed or elected to more than two consecutive terms of six years.

Board members meet at least ten times per year to carefully evaluate the recommendations of the Department of Community Colleges, to set policy for the system and to oversee its operation. The state board members elect a chairman to serve as the board's leader, spokesman and presiding officer. The chairman is responsible for projecting the public image of the board and providing positive leadership.

The Department of Community Colleges, headed by the state president, provides state-level administration and leadership of the community college system under the direction of the State Board of Community Colleges.

The Board and the Department of Community Colleges have three major controlling functions: (1) fiscal -- equitable distribution of funds and fiscal accountability; (2) establishing and maintaining state priorities; and (3) educational program approval and accountability. Through the exercise of its authority in these areas, the Board can strengthen the system. It may recommit the system to existing policies or alter the direction of the system through changes in policy.

As part of its administrative function, the Department of Community Colleges provides support services for the various program offerings such as nursing, agriculture and business. Departmental staff assist institutional staff by helping to develop and implement curriculums and other programs and by providing technical assistance in a range of areas. The department provides other services for the system that would be difficult for an individual institution to initiate, such as statewide data collection.

At the local level, each of the 58 institutions in the system operates under a board of trustees. Each board is composed of 12 citizens from the county in which the institution is located or which the institution serves. The president or chairman of the executive board of the student body serves as an ex officio member. Local board members are appointed for staggered four-year terms. Four members each are elected by the local school board and board of commissioners of the county in which the institution is located. Four members are appointed by the governor.

North Carolina Department of Community Colleges

The Department of Community Colleges functions as an independent agency within the North Carolina state government system and acts in accordance with the general statutes of North Carolina and procedures and policies established by the State Board of Community Colleges.

The state president serves as chief administrative officer of and spokesman for the Department of Community Colleges, which means that he is responsible for the total operation of the department, directly supervises the executive vice president and works directly with the four vice presidents, counsels the 58 institutional presidents as requested, and also provides general supervision of all other departmental staff. In addition, he answers directly to the State Board of Community Colleges, advising the members on policy issues, statutory requirements and keeps them informed about program offerings, budgetary matters, and operating procedures of the 58 community and technical colleges and the department itself. The state president also represents the department and the system before the general assembly, with the governor's office, national service and educational agencies, all state and federal agencies, private industry, and the general public.

The executive vice president is responsible for the day-to-day administrative management of the Department of Community Colleges; serves as primary liaison with the presidents of the 58 institutions to provide primary consultation and assistance in the areas of educational planning, financial planning, facility planning, research, and problem solving; serves as liaison with in-state and out-of-state personnel of educational systems; and serves on various councils and committees dealing with educational issues as directed by the state president. In the absence of the state president, the executive vice president assumes responsibility for departmental operations and such other duties and responsibilities as may be delegated to him by the state president.

The majority of the department's approximately 200 employees are assigned to one of four divisions; adult and continuing education, finance, program services, and research and information. Each division is headed by a vice president.

The vice president of adult and continuing education is responsible for the overall state level administration of 11 areas of programs and services offered in the 58 community and technical colleges through five sections: continuing education, learning resources, staff development, student development, and media processing.

The vice president of finance provides leadership and services in fiscal and other supportive functions to the community college system of North Carolina by interpretation of fiscal rules and regulations of the state board and the Department of Community Colleges in keeping with the goals, mission and the objective of the system. The division works toward attainment of the necessary funding, equitable distribution, and determination of effective and appropriate expenditure of funds.

The vice president of program services provides state-level leadership, coordination and technical assistance in the planning and development of quality curriculum and extension programs in the areas of vocational and technical programs, fire protection, law enforcement training, JTPA programming, and academic and special programs.

The vice president for research and information provides leadership and services in the areas of management services, federal compliance, and research.

FISCAL

By law, the State Board of Community Colleges is responsible for providing funds to meet the financial needs of the institutions, as they are determined by the policies and regulations of the board. Sources of funding include state, federal, and local governments, and tuition.

State funds may be used by community college system institutions for current operating expenses, equipment, library books, acquisition of land and capital construction. Local funds must be used for operating and maintaining the plant and may be used to supplement any state budget item.

Students bear a small portion of the cost of operation. For North Carolina residents the tuition rate for curriculum courses is $5.50 per credit hour, not to exceed $66 per quarter. The tuition rate charged to out-of-state students is $42 per credit hour, not to exceed $504 per quarter. The registration fee for extension courses, (continuing education) depends, of course, on the type involved. Registration fees for extension courses are as follows: occupational and academic courses, $15 per course; practical skills, $20 per course; and avocational courses, $25 per course.

The distribution of funding is generally as follows:

State, 77 percent
Local, 11.5 percent
Tuition, 7 percent
Federal, 4 percent
Other, 0.5 percent

These funds are deposited into the state treasury. The largest portion is allocated to the 58 institutions based on a formula adopted by the State Board of Community Colleges. This formula is based on a full-time equivalency and is commonly referred to as FTE. A student attending class 16 hours a week during four, eleven-week quarters makes up one FTE. This system was devised to assure an equitable distribution of funds among the institutions, taking into account the large number of part-time students. This system also provides incentives to the institutions to offer programs which are in demand. This formula is stated in Section 2D.0323 of the North Carolina Administrative Code (commonly referred to as APA). Other funds are appropriated by the legislature and federal government for special purposes.

The state board allocates all of the funds to the boards of trustees of the local institutions. The local boards are responsible for using these funds in accordance with state board policies as well as state and federal laws and regulations.

About once a year, the Department of Community Colleges audits the enrollment records of the institutions, and the state auditor audits their financial records.

North Carolina's fiscal year runs from July 1 to June 30. Unless otherwise specified, all funds not expended during that period of time revert back to the general treasury and are available to the legislature for reappropriation.

PROGRAMS

Program Approval

During 1985 a new process for the approval of new curricula was initiated. The new approval process builds on the old but provides significantly stronger guidelines for justifying programs and provides added protection against unnecessary duplication.

Once an institution has investigated the need for a particular curriculum they document this need in the form of a "Demonstration of Need to Plan a Vocational/ Technical Curriculum." This need study is then submitted to the department and the state board is also informed.

Departmental staff review and evaluate the documentation of need. The evaluation is then sent back to the institution. Given a positive evaluation from the department, the institution proceeds to design the curriculum, develop instructional resources and prepare the curriculum application. Departmental staff then review the curriculum application to determine if it is educationally sound and there are sufficient instructional resources available. Departmental staff will work with institutional staff to revise and improve curriculum applications that do not receive a positive initial evaluation.

The state board issues final approval of curriculum programs after receiving recommendations from the department. Institutions may also make an appeal to the state board if they do not receive a positive recommendation from the department.

Implementation of Curriculum Standards

After seven years of development, curriculum standards were adopted by the state board and became mandatory on January 1, 1985. Departmental staff worked closely with institutions to bring them into compliance. As of September 1986, all existing community college system curriculum programs were in compliance with the established standards. These standards help to ensure that a program offered at one institution is of comparable quality and content as the same program offered at another institution.

Types of Programs

Technical Programs - Technical programs are typically two-year programs which prepare individuals for jobs in para-professional fields such as mechanical engineering technology, business administration, or dental hygiene.

Associate degrees in applied science are awarded upon completion of technical programs. Some programs offer graduates the opportunity to transfer for an advanced degree to a particular program within a four-year college or university. For example, graduates of the two-year program in electronics engineering technology who meet other admission requirements may enter selected university programs in order to receive a bachelor of engineering technology degree.

VOCATIONAL PROGRAMS - Vocational programs train individuals for entrance into skilled occupations in jobs such as machinist, welder, computer operator or child care worker. The length of training time can vary from one quarter to two years. Graduates are awarded certificates or diplomas depending upon the nature and length of the program completed.

In 1985-86, institutions in the system offered a combined total of 152 technical programs and 111 vocational programs. (Not every institution offers every program; institutions offer programs based on local need and interest.)

COLLEGE TRANSFER - The 26 institutions in the system that are designated as community colleges offer an opportunity for students to get a head start on a four-year degree. Students may earn up to two years of college credit towards a bachelor's degree and then transfer the credits earned to a four-year college or university. Individual institutions within the system have transfer arrangements established with certain colleges and universities. However, students who wish to transfer must also meet admission requirements established by the four-year institution. Graduates of the college transfer program receive an associate degree in arts, sciences, or fine arts.

GENERAL EDUCATION PROGRAM - The general education program consists of basic academic courses such as English, science, and mathematics that lead to an associate in general education. These courses are designed principally for students who desire two years of general education beyond the high school level. This program is not principally designed for college transfer.

EXTENSION COURSES - The majority of adults who come to a community college or technical institute enroll in an extension or continuing education course. In 1985-86, 425,125 individuals enrolled in one or more extension courses.

An extension course is a short course that is complete within itself and is designed to meet specific needs. Extension courses cover a diverse range of topics including courses such as home maintenance and repair or caring for the developmentally disabled. Four basic categories of extension courses have been identified for accounting and enrollment purposes.

1. Occupational extension courses are specifically designed to provide training

that leads to employment, upgrading of the skills of persons presently employed or retraining for new employment in different occupational fields. These courses may be offered exclusively by the institution or in cooperation with business and industry.

2. Academic extension courses are designed to meet the academic educational needs of adults, including courses in humanities, mathematics, and science. While such courses are not vocational in nature, adults may take academic courses to improve skills which may lead to a promotion or career change or to further study.

3. Practical skills extension courses are designed to provide practical training for persons seeking additional skills. Such skills are not related to the individual's major or primary vocation but may eventually be developed and refined to the degree they can provide supplementary income or primary employment. For example, an individual may take courses in sewing and later decide to supplement his/her income by sewing for others.

4. Avocational extension courses focus on personal or leisure needs rather than on occupational or professional needs. Courses in pre-retirement planning would be classified as avocational. These courses are not be be confused with self-supporting avocational courses which do not earn FTE. Athletic, game, and hobby courses that are offered at the request of the local community fall into the latter category.

Adult Basic Education and Adult High School Program

The Adult Basic Education program (ABE) provides education up to eighth grade level. Funds for ABE are partially supplied by the Federal Adult Education Act. Enrollments in the program are funded at the full, curriculum-rate FTE for the institutions as of 1983.

The Adult High School Diploma Program and the general education development programs are available to students who do not have a high school education. Students who successfully complete the General Education Development Program can earn a high school equivalency certificate. Students completing the coursework outlined in the Adult High School Diploma program receive a diploma, During the past year, the community college system institutions granted approximately 20 percent of all high school credentials issued in North Carolina.

SPECIAL PROGRAMS

Human Resources Development (HRD)

For those adults whose lack of skills has resulted in chronic unemployment, the Human Resources Development Program provides a solution. The program provides unemployed or underemployed adults with basic and/or high school coursework, structured pre-vocational training, counseling, and assistance into permanent employment or further educational training. In 1985-86, HRD graduates increased their income by $11,528,180. The public assistance decrease realized by programs graduates during the same period was $816,961.

The Visiting Artist Program

The Visiting Artist Program is a cooperative program between the State Board of Community Colleges and the North Carolina Arts Council. The program sponsors individuals to work as artists in residence at community college institutions. Artists do not teach regular classes but, as community arts resources, they present workshops, lecture/demonstrations, exhibitions, in-school activities, readings, concerts, and other productions. All 58 institutions participate in this program.

New and Expanding Industries Program

The Industry Services Division within the North Carolina Department of Community Colleges provides training services to prospective employees of a new or expanding industry.

The Industrial Services Division and the local community college system institution serving the area in which the industry is located, work with the employer to design a customized training program. The nature of the job to be trained for and the level of skill needed by the potential workers determine the content and duration of the training program.

The industry services staff and participating community college system institutions have provided training for more than 150,000 production workers in approximately 1,500 companies. The Industry Services Division plays an important role in the state's industrial development strategy by providing an incentive for industry to locate or expand their operations in North Carolina.

Cooperative Skills Program

The Cooperative Skills Training Program is designed to respond to the training needs of employers and employees in existing industries. Often training programs are developed in response to new technologies or demands in the workplace and may cover such topics as industrial mechanics, industrial electronics and technology and industrial supervision. This training is of particular importance to industries that need specific training for a small group of employees. The cooperative skills training program provides for coordinators and instruction in fifteen institutions in the community college system: In 1985-86, instruction was provided for some 4,777 employees in 498 industries.

Job Training Partnership Act Program

Federal training programs operated under the provisions of the Job Training Partnership Act are charged with training the disadvantaged, including youth and workers who have lost their jobs due to displacement. The program is primarily administered by groups of private sector business people, educators and others who have been selected to serve on local private industry councils. The private industry council members have been encouraged to utilize community college institutions to provide training for HTPA clients. Easy access, experience in training the underprepared and established linkages with the business community are features that enhance the attractiveness of the institutions as facilitators of JTPA training programs.

The Department of Community Colleges' JRPA Technical Assistance Unit coordinates JTPA activities at the state level and works with the local institutions to help them develop, implement, and administer programs. A variety of JTPA activity is in progress, including class size training for specific occupations and incorporation of JTPA clients into regular classes through individual referrals.

Small Business Centers

Thirty-five institutions in the community college system currently receive state funding to sponsor small business centers as part of the small business acceptance network. The network centers work with other deliverers of small business and training to provide small business owners and managers with access to professional information and advice, education and training, and counseling and referral. Classes such as managing a small business that are offered through existing curriculum and technical programs are also available to small business owners and employees.

ENROLLMENT

Enrollment data for the North Carolina Community College System is calculated based on "unduplicated headcount" and "full-time equivalency."

The data on unduplicated headcount provides a profile of the numbers of individual students who enroll in each curriculum or extension program. A student is counted in only one curriculum: therefore, the sum of the enrollment in each curriculum equals the total curriculum enrollment. However, in extension a student is counted only once in each extension subtotal and extension total count regardless of the number of different programs in which he is enrolled.

The full-time equivalence (FTE) is the formula utilized to standardize reporting and allocate funds to system institutions. Since many of the students in the community college system attend class on a part-time basis, it is desirable to equate them to "typical" full-time students. The full-time equivalents represents the amount of time the "typical" full-time student would attend class. Several part-time students constitute only one FTE.

One full-time equivalent (FTE) is a student in membership for 16 hours of class, shop, or laboratory per week for 44 weeks, the full four-quarter school year. To determine the average annual FTE, the total membership hours reported for the year is divided by 704. Student membership hours for quarter divided by 176 produce full-time equivalents for a given quarter.

1985-86 Student Enrollment (Unduplicated Headcount)		1985-86 Average Annual Full-time Equivalent (FTE)	
Curriculum -	228, 697	Curriculum -	78, 558
Extension -	425, 125	Extension -	48, 533
TOTAL -	653, 822	TOTAL -	130, 346

While extension programs enroll the greatest numbers of students by head-count, curriculum programs account for 60 percent of the total FTE. Technical curriculum programs generate the most FTE (35 percent) followed by occupational extension programs (17 percent) and vocational curriculums programs. These FTE percentages by program area have remained relatively constant over the past several years. For example, in 1975-76 technical and vocational programs accounted for 34 percent and 16 percent respectively of total FTE; current figures show 35 percent of total FTE for technical programs and 17 percent for vocational.

Although program enrollment percentages have not varied dramatically, the increases in the actual number of students portray a system that has grown by leaps and bounds since its inception in 1958-59. The following figures on student enrollment by unduplicated headcount highlight this growth.

Year	Total
1958-59	6,000
1960-61	18,000
1965-66	151,200
1970-71	358,014
1975-76	534,833
1980-81	607,651
1985-86	653,822

Trends - Women

Enrollment of women students has steadily increased in North Carolina Community College System institutions. Women now account for approximately 55 percent of the total student enrollment (1985-86). This represents an increase from 47 percent in 1975-76. Overall there has been a 69 percent increase in the numbers of women attending a community college system institution (from 250,401 in 1975-76 to 361,663 in 1985-86).

Enrollments of women in curriculum programs have shown a particularly dramatic increase from 37 percent in 1975-76 to 57 percent in 1985-86. In keeping with recent trends, women curriculum students in 1985-86 were more heavily concentrated in technical programs (86,133) than they were in vocational programs (12,382). More women are involved in technical programs because more of the traditionally female-dominated programs are classified as technical, and generally require the longer period of training.

Trends - More Older Students

In addition to more women students the community college system has experienced an aging of their student population. Beginning in 1979, the first year for which age specific data is available, there has been an increase in the percentage of the student population age 30-plus. In 1979-80, 37 percent of the system's curriculum students were 30 or older compared to 43 percent in 1985-86. Correspondingly, 59 percent of the 1979-80 extension students were 30-plus compared to 65 percent in 1985-86. This trend can be expected to continue as the general population ages and as the number of younger "traditional" college age students declines.

Trends - More Part-Time Students

Curriculum enrollment patterns over the last seven years reveal a dramatic increase in part-time versus full-time enrollment. In 1977-78, 41 percent of curriculum students attended a community college system institution on a full-time basis compared to 26 percent in 1985-86. A closer look at 1985-86 enrollment data shows that the greatest number of students (114,723) or 50 percent of all curriculum students enrolled on a one-fourth time basis.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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NORTH DAKOTA

by

BEN E. FOUNTAIN

North Dakota two-year colleges include four controlled by Indian tribes, two controlled as parts of university multicampus districts, one community college, and two state schools of science. The oldest two-year institution, the North Dakota State School of Science, was founded in 1903. The Board of Higher Education headquartered in Bismarck, governs and coordinates public higher education in North Dakota.

Public and tribal two-year institutions in North Dakota enroll more than 7,500 students. Of the more than 2,900 degrees awarded in 1987, 32 percent were in the industrial trades and 24 percent were in the business field.

Tuition in the public two-year institutions is $1,074 per year. Nearly 26 percent of education and general revenues are derived from tuition.

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OHIO

by

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Administrator, Two-Year Campuses - Academic Programming
Ohio Board of Regents

SUMMARY

In partnership with local communities, state lawmakers have, over the past 20 years, created a state-assisted two-year campus system geographically dispersed within commuting distance of nearly every Ohioan. The system is comprised of five community colleges, two state community colleges, 16 technical colleges, four urban technical centers and 26 university branch campuses. All but the university branch campuses are governed by independent boards of trustees whose membership comes from the district within which the campus is located.

The mission of the two-year campuses, as mandated by the Ohio General Assembly, is to serve the postsecondary education and training needs of adults in Ohio through: college transfer programs; technical education programs leading to associate degree credit in the business, engineering, health, agricultural and natural resources, and public service technologies; and, noncredit continuing education courses and programs.

Goals of the two-year campus system have developed over time and have become definitive within the overall framework of planning for all of higher education in Ohio. Among these are: (1) to provide open access to higher education opportunities for all Ohioans who seek and can benefit from such opportunities; (2) to seek excellence in the creation of new programs and in the continuing development of existing programs; (3) to serve local communities as key resources in meeting education and service needs; and, (4) to contribute to state and local efforts toward economic revitalization.

HISTORY

In 1961, on the advice of the Ohio Interim Commission on Education beyond the High School, the Ohio General Assembly enacted legislation that provided for expansion of postsecondary educational opportunities in the following ways: (1) county governments were authorized to create community colleges subject to the approval of a new state agency (Community College Board); (2) school boards were authorized to create technical institutes offering a postsecondary program in technical education, and (3) counties were authorized to establish university branch districts to help finance facilities for university branch campuses. Two years later, in 1963, the General Assembly created the Ohio Board of Regents to serve as the state's planning and coordinating agency for higher education. (The Community College Board established in 1961 was abolished and authority was transferred to the Board of Regents.)

Initially the State Board of Education and local school districts had shouldered the burden of establishing and supporting the technical institutes. By 1963 two community colleges, Cuyahoga Community College in Cleveland, and Lorain County Community College in Elyria, were chartered and 12 technical institutes had been authorized to operate in conjunction with vocational high schools in various parts of

Ohio. Almost immediately, technical institute directors began seeking recognition for their institutions within the higher education system, and in 1967 technical institutes were reorganized under Chapter 3357 of the Ohio Revised Code. At that time, a Memorandum of Understanding between the State Board of Education and the Ohio Board of Regents was drafted to define roles and responsibilities regarding vocational and technical education expansion.

In 1969, the Ohio General Assembly enacted legislation which provided for all public postsecondary technical education programs to operate within an institution of higher education and under the state-level jurisdiction of the Ohio Board of Regents. By 1971, all of the technical colleges which presently exist in Ohio had been chartered and by 1975 the state's five community colleges and three state community colleges were also in place.

GOVERNANCE

The Ohio Board of Regents is responsible for planning and coordinating Ohio's comprehensive and diverse public and private college and university system and Ohio's state-assisted two-year campuses are an integral part of this system. Established in 1963, the board has nine citizen members and two ex-officio, non-voting legislative members. The regents are appointed by the governor for nine-year terms and serve without compensation. The ex-officio members are the chairmen of the education committees of the Ohio Senate and House of Representatives.

Chief administrative officer of the board is the chancellor, who manages an administration of approximately 50 professional and clerical personnel to assist the board in the performance of its legislated duties. The current chancellor is William B. Coulter. The board's offices are located in the State Office Tower, Columbus. Its annual operating budget is about $1.9 million out of a total appropriation for higher education of approximately one billion dollars.

Major responsibilities of the Ohio Board of Regents include:

- making studies of state policy and formulating a master plan for higher education;

- developing and recommending operating and capital budgets for public institutions of higher education and allocating funds within legislative appropriations;

- authorizing private and out-of-state institutions which meet state standards to operate postsecondary programs in Ohio (a consumer protection function);

- approving all new degrees and degree programs at state-assisted, private, and out-of-state institutions;

- administering the state's student financial aid programs;

- conducting special studies for the General Assembly and the institutions to make the best use of available resources; and

- coordinating certain federal programs related to higher education.

In performance of its responsibilities, the board and the chancellor work closely with state officials, the General Assembly, and the leadership of both public and private colleges and universities. The board encourages public input to its master plan and policy decisions and maintains an information service to address public inquiries about the state's higher education opportunities and resources.

FISCAL

Funds for the operating support of Ohio's state-assisted two-year campuses are derived primarily from government (63 percent) and students (34 percent). Only three percent of the instructional and general income is obtained from such other sources as private gifts and grants, endowments, or sales and services.

Government income is provided primarily by the state of Ohio. Only six campuses have local tax levies for operating support. The state instructional subsidy is distributed by a formula which is driven by programs, enrollments and physical facilities. The formula includes a system by which an institution is protected from sudden and dramatic enrollment decline to assure financial stability. Line-item funding is also provided for special programs which focus on particular groups of people; e.g., displaced homemakers or specific kinds of activities; e.g.; developmental education.

The annual student instructional and general fees among the community colleges and technical colleges range from a low of $675 (in-district fees for an institution with a local tax levy) to $1,470. The fees for the branch campuses generally are related to those of the universities with the annual branch campus fees ranging from a low of $1,539 to a high of $2,091 (based on fall, 1986 data). Each public institution is governed by an independent Board of Trustees which has the authority to set fee schedules. However, the state has occasionally set limits on fee increases.

PROGRAMS

The Ohio Board of Regents is responsible for approving all new associate degree programs offered at Ohio's state-assisted two-year campuses. Approval is required for two-year programs leading to degrees with the following designations: associate of applied science, associate of applied business, associate of technical studies, associate of arts, and associate of science. Approval is also required for designation of technical majors (areas of specialization) under approved degree program titles and for one-year certificate programs which are offered as the first year of a two-year associate degree program.

Any state-assisted college or university desiring to introduce a new two-year degree or degree program must first obtain preliminary approval from the Regents' Office of Two-Year Campuses. Approval is granted or withheld based on the reasons given for considering the program, the number of students expected to enroll, the availability of similar programs offered by other institutions (public, private or proprietary) within a 30-mile radius of the requesting institution, and on preliminary cost estimates.

If a preliminary approval is granted, the institution may proceed with development of a formal proposal. Before writing the formal proposal, the institution is encouraged to form a local advisory committee, hire a consultant if necessary, conduct a local needs survey, determine the goals of the program, and consult with other area education institutions about the potential for program duplication. Formal proposals submitted to the regents for consideration address many of the same topics covered in the preliminary proposals, but are substantially more specific and detailed with regard to curriculum and fiscal considerations. Less elaborate, but still rigorous, processes are used in considering requests for technical majors and one-year programs. Decisions are reached in each case by the regents with advice from the Chancellor and after review by the Chancellor's Advisory Committee on Two-Year Campus Academic Affairs and the Two-Year Campus Office.

ENROLLMENT

Both headcount and full-time equivalent (FTE) student counts are available for the study of enrollment patterns. The definition of a fall term FTE assumes a 15 credit hour load, so that FTEs are calculated by dividing the total student credit hours by 15. All counts include credit activity only; non-credit activity such as continuing education is excluded.

In the fall of 1985, there were 131,736 students enrolled in Ohio's community colleges, technical colleges, and university branch campuses. Of these 80,128 were majoring in an associate degree technology. In addition, another 11,921 students were majoring in an associate degree technology through community and technical colleges located within the urban universities. The historical enrollment patterns of students majoring in associate degree programs are as follows:

Headcount by Student Major

	Fall 1985	Fall 1980	Fall 1975	Fall 1971
Business Technologies	47,700	44,938	30,468	13,534
Health Technologies	16,866	16,287	10,972	6,184
Engineering Technologies	19,810	20,762	12,603	7,961
Natural Science Technologies	2,043	2,129	2,292	929
Public Service Technologies	5,630	7,240	10,263	4,996
TOTAL	92,049	91,356	66, 698	33,604

It is easily seen that the major growth occurred during the 1970s, and has been fairly stable in the 1980s. These same overall trends are apparent when looking at the FTE patterns, although the trends within each discipline may vary reflecting changes in fulltime/part-time mix, enrollment loads, curricular changes, and changing programmatic service patterns.

FTE by Associate Degree Program

	Fall 1985	Fall 1980	Fall 1975	Fall 1971
Business Technologies	21,608	22, 037	15,743	8,200
Health Technologies	6,905	5,934	4,140	2,039
Engineering Technologies	8,674	9,043	5,877	3,707
Natural Science Technologies	1,079	1,355	1,563	662
Public Service Technologies	3,453	3,537	3,616	1,485
TOTAL	41,719	41,906	30,939	16,093

FOR ADDITIONAL INFORMATION CALL OR WRITE

For information about
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Executive Director
Ohio Technical and Community
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Capitol Square, Suite 1000
65 East State Street
Columbus, Ohio 43215

TELEPHONE: (614) 460-3510

For information about
University Branch Campuses:
Chairman
Ohio Association of Regional
Campuses
Kent State University
Stark Campus
6000 Frank Avenue, N. W.
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OKLAHOMA

by

DAN S. HOBBS
Interim Chancellor
Oklahoma State Regents for Higher Education

SUMMARY

The Oklahoma State System of Higher Education is the state's legal structure for providing public education at the collegiate level. It is a coordinated system of colleges and universities located throughout the state. All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as the Oklahoma State System of Higher Education. (Oklahoma Constitution, Article XIII-A, Section I)

There are 13 comprehensive, regional, and prior state universities. The junior colleges, one of which includes community in its name, are 14 in number in Oklahoma. Two university branches may also be considered as two-year public colleges.

The legal structure also provides that state regents may coordinate private, denominational, and other institutions of higher learning under regulations set forth by the regents. The Oklahoma statutes further delineate the responsibilities of the regents relating to the coordination of private institutions by assigning to them the functions of degree approval and accreditation for those colleges and universities seeking to establish and operate within the state of Oklahoma. (70 O.S. 1971, Sections 4103-4104)

Missions and Goals

The regents constitute a coordinating board of control for all state institutions with the following specific powers: (1) it shall prescribe standards of higher education applicable to each institution; (2) it shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed; (3) it shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions; (4) it shall recommend to the state legislature the budget allocations to each institution; and (5) it shall have the power to recommend to the legislature proposed fees for all such institutions, and any such fees shall be effective only within the limits prescribed by the legislature. (Oklahoma Constitution, Article XIII-A, Section 2)

HISTORY

The Beginnings -- 1890

The first Oklahoma territorial legislature passed legislation creating three institutions of higher education in 1890 in order to fulfill a requirement of the Organic Act of Congress establishing the territory. Congress required the territory to establish three types of public higher education: liberal arts and professional education, agriculture and mechanical arts education to fulfill the provisions of the Morrill Act of 1862, and teacher training.

Territorial Governor George Washington Steele signed the bill creating the University of Oklahoma, the institution designated to provide the liberal arts and professional education, on December 19, 1890.

Six days later, on Christmas day, 1890, Governor Steele signed the bills creating the Oklahoma Agricultural and Mechanical College in Stillwater, the land grant institution; and the Oklahoma Normal School for Teachers at Edmond to provide training for public school teachers in the new territory. These two institutions are known today respectively as Oklahoma State University and Central State University.

The first of these three institutions to open classes was the Normal School for Teachers which held its first classes on November 1, 1891. Later that same year, on December 14, the first classes were held at the A&M College in Stillwater with 45 students attending.

The University of Oklahoma opened in a rented building on Main Street in Norman in 1892, with 119 students and four faculty members, including the university's first president, Dr. David Ross Boyd.

More Territorial Institutions

Later the territorial government established four other institutions: the Colored Agricultural and Normal University at Langston (now Langston University), the Normal School for Teachers at Alva (now Northwestern Oklahoma State University), both in 1897, the Normal School for Teachers at Weatherford (now Southwestern Oklahoma State University), and the Oklahoma University Preparatory School (now Northern Oklahoma College), both in 1901.

The Move Toward Statehood

When it became apparent that the U.S. Government would not allow the Oklahoma Territory and the Indian Territory to enter the union as separate states, negotiations began among political leaders of both territories for the unification of the two into a single entity.

One of the key issues in these negotiations was the provision of public higher education while there were no public colleges or universities in the Indian Territory.

Leaders agreed that immediately upon the granting of statehood to the united territories, the institutions of higher education in Oklahoma Territory would be duplicated in the Indian Territory, thus spreading geographical access to public higher education throughout the new state.

The first Oklahoma legislature, meeting shortly after statehood, created two collegiate-level schools: The Industrial Institute and College for Girls at Chickasha (now the University of Science and Arts of Oklahoma) and the School of Mines and Metallurgy at Wilburton (now Eastern Oklahoma State College). The school at Wilburton was intended to become the eastern duplicate of the University of Norman.

The same legislature also created six secondary agricultural schools, one in each of the five supreme court judicial districts and the sixth in the panhandle. These were the Connors State School of Agriculture (now Connors State College) at Warner, Murray State School of Agriculture (now Murray State College) at Tishomingo, Cameron State School of Agriculture (now Cameron University) at Lawton, Haskell

State School of Agriculture at Broken Arrow, Connell State School of Agriculture (now Oklahoma Panhandle State University) at Goodwell.

The 1909 legislature created three normal schools in eastern Oklahoma to balance those operated in the west, and a preparatory school in the east to offset the one in Tonkawa. These new institutions were: Northeastern Normal School (now Northeastern State University) in Talequah, East Central Normal School (now East Central University) at Ada, Southeastern Normal School (now Southeastern Oklahoma State University) at Durant, and the Eastern Oklahoma University Preparatory (now Rogers State College) at Claremore.

Institutions Closed in 1917

No more colleges were established until 1919. Meanwhile, in 1917, several institutions were closed, two of them permanently. The legislature by separate action closed the agricultural schools at Broken Arrow and Helena. Governor Robert L. Williams, by veto of the institutions' biennial appropriations, shut down the schools at Claremore, Wilburton, and Tonkawa.

When the legislature reconvened in 1919 with a new governor in office, the vetoed institutions were given appropriations and reopened. The legislature then created another institution, the Miami School of Mines (now Northeastern Oklahoma A & M College) in Miami, Oklahoma.

The Public District Junior Colleges

The 1920s and 1930s saw the development of a new type of public institution of higher education in Oklahoma, the public district junior college. In 1921 there was only one such institution, Muskogee Junior College, operated by the local school board, with an enrollment of ten students.

By 1939 there were 19 such institutions with a total enrollment of less than 1600. These were located at Altus, Bartlesville, Bristow, Capital Hill (Oklahoma City), Duncan, El Reno, Kiowa County (Hobart), Huskogee, Okmulgee, Sapulpa, Seminole, Sayre, Tillman County (Frederick), Wetumka, and Woodward -- all two-year colleges -- and Carnegie, Holdenville, Okemah, and Shidler -- all one-year colleges.

Early Efforts at Coordination

The proliferation of institutions and the corresponding competition each biennium for legislative appropriations, coupled with a considerable amount of political activity concerning institutional operations, led to calls for a coordinated system of public higher education in Oklahoma.

As early as 1913, Governor Lee Cruce was pleading with the legislature for consolidation of institutional functions and the abolition of some of the smaller schools. Governor Williams' single-handed approach to the latter problem and its ultimate outcome have already been noted.

The first published study of the problem of coordination of higher education in Oklahoma was the doctoral dissertation of Henry G. Bennett in 1926. He recommended that a central coordinating agency be established and a state system formed under the aegis of the State Board of Education.

In 1929, Governor William J. Holloway recommended to the legislature a reduction in the number of governing boards and the creation of a central coordinating agency. The legislature passed a bill providing for a board to consist of the state superintendent of public education, two members to be appointed by the governor, and the presidents of five state institutions. The two gubernatorial appointees were never named and the ex-officio members never met.

Early in 1933, Governor William H. Murray, by executive order, created a committee of nine to coordinate public higher education. In reaction, in the legislative session of that year, a bill was introduced to create a statutory coordinating board. This bill was passed, and the coordinating board was established with 15 members to be appointed by the governor.

Although the law passed and the members of the board were appointed, the legislative appropriation for the operation of the board was killed on the final day of the session. Nevertheless, the board met and adopted a set of guiding principles for the coordinating work of the board and its internal operations.

When Governor Murray left office, the terms of all the board members, as provided in the law creating the board, lapsed. Governor Marland, his successor, failed to make any new appointments during his term of office.

Article XIII-A, State System Formed in 1941

In 1939, Governor Leon C. Phillips named new members and the coordinating board began operation again. The rejuvenated board recommended that a constitutional board be established and the 1941 Oklahoma legislature proposed Article XIII-A of the Oklahoma Constitution. Following legislative approval of the proposed amendment, the legislature adjourned and a special election was held on March 11, 1941, at which time the amendment was adopted creating the state system and the Oklahoma State Regents for Higher Education. The legislature then reconvened and passed the necessary authorizing legislation, thus creating the present structure of higher education in the state.

More Recent Developments

No new state colleges were created from 1919 until 1968, when Tulsa Junior College was established. In the years from 1939 until 1967, most of the public district junior colleges ceased to exist as a result of lack of students and financial support. One of these institutions, Altus Junior College, was converted into a state college by act of the legislature in 1969 and became Western Oklahoma State College.

Subsequently, two new community junior colleges were formed, first Oscar Rose Junior College (now Rose State College) in Midwest City, and later South Oklahoma City Junior College (now Oklahoma City Community College). These two new community colleges, along with three of the four surviving district junior colleges, became full-fledged members of the state system by act of the legislature in 1973. Only one of the district junior colleges, Sayre Junior College, is still in operation.

Another state institution, the Oklahoma College of Osteopathic Medicine and Surgery, was authorized in 1972 by the Oklahoma legislature and began its first classes in the fall of 1974.

In the school year 1939-40, just prior to the creation of the state system, Oklahoma had a total of 37 public institutions of higher education, 18 state-supported institutions and 19 public school district junior colleges, with a total enrollment of 26,295 students. By the fall of 1986, the number of public institutions was 27 with a combined enrollment in excess of 153,000 students.

GOVERNANCE

State Level Board

Oklahoma Constitution, Article XIII-A, Section 2. Oklahoma State Regents for Higher Education -- Establishment -- Membership -- Appointment -- Terms -- Vacancy -- Powers as Coordinating Board of Control. There is hereby established the Oklahoma State Regents for Higher Education, consisting of nine members, whose qualifications may be prescribed by law. The board shall consist of nine (9) members appointed by the Governor, confirmed by the Senate, and who shall be removable only for cause, as provided by law for the removal of officers not subject to impeachment. Upon the taking effect of the Article, the governor shall appoint the said regents for terms of office as follows: one for a term of one year, one for a term of two years, one for a term of three years, one for a term of five years, one for a term of six years, one for a term of seven years, one for a term of eight years, and one for a term of nine years. Any appointment to fill a vacancy shall be for the balance of the term only. Except as above designated, the term of office of said regents shall be nine years or until their successors are appointed or qualified.

Section 4. Coordination of Private, Denominational and Other Institutions. Private, denominational, and other institutions of higher learning may become coordinated with the State System of Higher Education under regulations set forth by the Oklahoma State Regents for Higher Education.

Section 17. Oklahoma State Regents for Higher Education -- Appointment of Members --Eligibility -- Removal -- Vacancies. (a) The Oklahoma State Regents for Higher Education, referred to in this section as the board, established by Section 2, Article XIII - A, Oklahoma Constitution, shall consist of nine (9) members appointed by the governor by and with the advice and consent of the Senate. Provided, that persons now serving on such board shall be members of and shall continue to serve on the board for the terms for which they were appointed.

(b) Members shall be citizens of the state, now less than 35 years of age, and shall not be employees or members of the staff or governing board of any constituent member of the state system; and no official or employee of the state of Oklahoma shall be eligible to serve on such board. Not more than four (4) members shall be from the same profession or occupation; and not more than three (3) graduates or former students at any one (1) institution in the state system shall be eligible to serve as members during the same period of time. Not more than two (2) members shall be from the same congressional district at the time said members are appointed.

State Department

Section 19. State Regents -- Body Corporate -- Officers -- Proceedings. (a) The state regents shall be a body corporate, and shall adopt an official seal; and all contract, official documents, awards, degrees, or other papers or instruments issued by the state regents shall have the impression of such seal.

(b) The state regents shall annually elect from its membership a chairman, vice-chairman, secretary, and assistant secretary, each of whom shall serve for a term of one (1) fiscal year. The chairman shall be the presiding officer of the state regents, name thereof, and the secretary shall affix the official seal to all contracts, official documents, awards, degrees, or other papers or instruments issued by the state regents and requiring the official signature of the state regents. In the absence, disqualification or disability of the chairman or secretary to act, the vice-chairman and assistant secretary shall perform the duties of such respective officers. The officers of the state regents shall have other powers and perform such other duties as may be prescribed by the state regents, which shall also adopt such rules and regulations as it deems necessary to govern its proceedings and the conduct of its business. (70 O.S. 1981, Section 3204)

Section 20. State Regents -- Quarters -- Personnel -- Employee Benefits -- Revolving Fund -- Disbursements. (a) The state regents shall be furnished suitable permanent quarters by the Oklahoma Capitol Improvement Authority for which the state regents shall pay an appropriate rental charge and shall appoint and fix the duties and compensation of such personnel as it deems necessary to carry out its functions and duties. Provided, that, until such time as space can be provided by the Oklahoma Capitol Improvement Authority, the State Board of Public Affairs shall provide quarters without rental charge. The state regents may establish and maintain plans for tenure and retirement of its employees; and may provide for tenure and medical benefits, accident health and life insurance, and annuity contracts for such employees, and pay for all or part of the cost thereof, with funds available for payments of its operating expenses.

(b) Monies received by the state regents for payment of the cost of maintaining its offices and payment of its personnel and other operating expenses shall be deposited in a special fund in the state treasury, to be known as the "Oklahoma State Regents for the Higher Education Revolving Fund," and such fund shall be a continuing fund not subject to appropriation by the legislature, and shall be subject to expenditure by, and shall be paid out upon the order of, the state regents at such times and in such amounts as the state regents may direct. Disbursements from such revolving fund shall be by state warrants issued by the State Auditor. (70 O.S. 1981, Section 3205)

Section 21. State Regents -- Powers and Duties -- Coordination of Institutions -- Functions and Courses of Study -- Admission Requirements -- Fees -- Degrees -- Personnel -- Reports and Transfer or Exchange of Property. As provided in Article XIII - A of the Constitution of Oklahoma, the state regents shall constitute a coordinating board of control for all state educational institutions, with the following specific powers:

(a) It shall prescribe standards of higher education applicable to each institution.

(b) It shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed.

(c) It shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.

(d) It shall recommend to the state legislature the budget allocations to each institution.

(e) It shall have the power to recommend to the legislature the budget proposed fees for all of such institutions, and any such fees shall be effective only within the limits prescribed by the legislature, after taking the cognizance of expressed legislative intent.

(f) It shall allocate funds to each institution according to its needs and functions from appropriations made by the legislature.

(g) It may co-ordinate private, denominational and other institutions of higher learning with the state system under regulations set forth by the state regents.

Among other powers and duties, the state regents shall:

(h) Prescribe standards for admission to, retention in, and graduation from state educational institutions.

(i) Accept federal funds and grants and use the same in accordance with federal requirements; and accept and disburse grants, gifts, devises, bequests and other monies and property from foundations, corporations and individuals; and establish, award and disburse scholarships and scholarship funds and rewards for merit from any funds available for such purpose.

(j) Allocate revolving and other non-state-appropriated education and general funds.

(k) Transfer from one institution to another any property belonging to such institution when no longer needed by it and when needed by another institution to accomplish its functions.

(l) Prepare and publish biennially a report to the governor, the legislature, and institutions, setting for the progress, needs, and recommendations of state educational institutions and of the state regents, conduct studies, surveys, and research projects to gather information about the needs of state educational institutions and make such additional reports and recommendations as it deems necessary or as the governor or the legislature may direct, and publish such information obtained as may be considered worthy of dissemination.

(m) Exercise all powers necessary or convenient to accomplish the purposes and objectives of Article XIII-A of the Constitution of Oklahoma. (70 O.S. 1981, Section 3206)

FISCAL

Funding sources and percentage share of each - The following information is provided from the Oklahoma Constitution, Article XIII-A.

Section 3. Institutions of Higher Education -- Appropriations -- Allocations. The appropriations made by the legislature for all such institutions shall be made in consolidated form without reference to any particular institution and the board of regents herein created shall allocate to each institution according to its needs and functions.

Funding methods or formulae - The following information is provided from the 1987-88 Oklahoma Budget Needs, pages 1 and 2.

The development of the state system budget recommendation begins in the summer when the state regents and their staff hold individual budget conferences with the administrators of each of the 35 state system budget agencies.

Since 1972, the state system budget has been built on the concept of educational program budgeting. This budgeting approach starts at zero and builds the budget needs of each institution based on the operational costs of the programs it offers and the enrollments projected for each program by level for the coming year.

The factors involved in computing program costs include the amount required for direct teaching, as well as costs for activities related to teaching, library costs, administrative costs, physical plant operation and maintenance, and general expenses.

Also taken into account is the type of institution involved, the program costs by level -- lower division, upper division, or graduate -- and full-time equivalent enrollment by level for the budget year.

In addition, cost data from ten states in the region are fed into the process, including student-faculty ratios by level and the average salaries of full-time faculty members.

Considered too are the needs for college-level trained manpower in various fields so that institutional program priorities can be established. An inflation factor is also figured into the projected budget needs of each state system budget agency.

Arriving at an actual budget needs figure for an institution requires identifying the programs to be offered, projecting the number of students expected at each level, and calculating the cost per student. The cost per student at each level times the projected enrollment by level equals the total program cost. All program costs added together equal the total educational operations needs of an institution. Percentage figures for research and extension and public service, depending on the institution's function, are added to complete the budget needs.

An estimate of revolving fund income -- mostly student fees and tuition -- is made and subtracted from the institution's total budget needs. The difference is the amount of state-appropriated funds required to fund fully the state regent's budget recommendation for the institution.

Required tuition and fees in the 14 public two-year colleges ranged from a low of $458.00 up to $540.00 in 1986-87.

PROGRAMS

Course of Study

Policy Regarding Review of Requests for Changes in Educational Programs and Course Offerings.

The Oklahoma State Regents for Higher Education annually recommend to the Oklahoma legislature the operating budget needs of each state system institution based upon the educational programs approved to be operated during the fiscal year for which the budget projection is being made. In order that the instructional programs proposed to be operated by institutions might be correlated with the calculation for determining budget needs, the programs to be operated must be known at the time budget recommendations are being prepared. To accomplish this changes must be submitted by May 1 of each year.

Accreditation

Policy Statement on the Accreditation of Educational Programs Operated in Oklahoma by Institutions Outside the State.

Article XIII-A of the Constitution of Oklahoma, adopted by the people in 1941, provides that all institutions of higher education supported wholly or in part by direct legislative appropriations of direct legislative appropriations shall be integral parts of The Oklahoma State System of Higher Education as the coordinating board of control for institutions of the State System with certain specified powers, including (a) the prescribing of educational standards, (b) the determination of functions and courses of study, (c) the granting of degrees and other academic awards, and (d) the allocation of financial resources.

Article XIII-A also provides that the state regents may coordinate private, denominational, and other institutions of higher learning under regulations set forth by the regents. The Oklahoma statutes further delineate the responsibilities of the regents relating to the coordination of private institutions by assigning to them the functions of degree approval and accreditation for those colleges and universities seeking to establish and operate within Oklahoma (70 O.S. 1971, Sections 4103-4104).

Degrees

I. Standards of Education for Completion of Associate Degrees

The minimum requirements for the associate of arts or the associate of science degree at any institution in the Oklahoma State System of Higher Education shall include the following:

The completion of sixty semester credit hours exclusive of basic required physical education or military service courses with an overall grade point average of 2.0.

II. Guideline for the Transfer of Students Among Institutions

In order that students completing the above degree requirements may move vertically through the state system with a minimum loss of time and financial outlay, the following guidelines for transfer of students among institutions are hereby adopted for the Oklahoma State System of Higher Education:

1. A student who has completed the prescribed lower-division requirements of a state system institution developed in accordance with the standards set forth in Section 1 above, including the basic thirty-three semester hour general education core, may transfer into a bachelor of arts or a bachelor of science degree program at any senior institution of the state system and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the state regents, require that a transferring student complete additional general education work for the degree. However, such additional work shall be programmed as part of the upper-division requirements of the

senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.

2. It is understood, however, that it might be necessary for teacher education candidates to take additional courses in general education to meet minimum certification requirements as defined by the state, i.e. health and physical eduction, geography, Oklahoma history, etc. or similar additional requirements of other professional fields. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular grade points for admission to professional departments or fields.

3. It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshmen and sophomore years those lower-division courses which are published prerequisites to pursuit of junior-level courses in his/her chosen major disciplinary field.

4. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman-sophomore) combined with upper-division (junior and senior) work. The lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree providing the general education requirements specified herein are met. If, for any reason, a student has not completed an approved general education program prior to his transfer to another institution, the general education requirements shall become the responsibility of the receiving institution.

5. Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower-division, shall be the responsibility of the institution awarding the degree. However, courses classified as junior-level courses yet open to sophomores at senior institutions, even though taught at a junior college as sophomore-level courses, should be transferable as satisfying that part of the student's requirement in the content area.

6. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfers from such degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success of these students in it upper-division.

7. Each baccalaureate degree granting institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these prerequisite requirements for use by all other institutions in the state system. Each baccalaureate degree granting institution shall include in its official catalog information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The catalog in effect at the time of the student's initial full-time enrollment in a college or university shall govern lower-division prerequisites, provided that he has had continuous enrollment as defined in the college or university catalog.

8. An advisory articulation committee composed of representatives of the various types of institutions within the Oklahoma State System of Higher Education shall be established to work within the state regents' staff to review and evaluate articulation policies and practices and to make recommendations for improvement as needed.

Effective Date of Policy

The policy shall be effective for institutions granting the associate degree beginning with the 1976 fall semester. Those institutions offering baccalaureate programs shall be expected to implement the policy effective with the fall semester of 1978.

Policy State on the Awarding of the Associate Degree.

Institutions of the state system shall award associate degrees only upon students' completion of requirements and standards as set forth in two policy statements entitled "Policy Statement on the Articulation of Students Among Institutions in the Oklahoma State System of Higher Education," and "Standards of Education for Awarding the Associate Degree in Programs of Technical-Occupational Education." These two policy statements are contained in the state regents' publication *Policies and Procedures of the Oklahoma State Regents for Higher Education,* dated September, 1985.

Associate Degree Titles

The titles associate in arts and associate in science shall be conferred upon students successfully completing programs designed for transfer to an upper-division baccalaureate degree program. The associate in arts degree gives emphasis to those majoring in the humanities, arts, social sciences, and similar subjects. The associate in science degree is typically awarded to those who wish to major in subject with heavy undergraduate requirements in mathematics and science, including, but not limited to fields such as engineering and agriculture.

The title associate in applied science is awarded upon completion of a program designed to lead the individual directly to employment in a specific career. Although the objective of this degree is to enhance employment opportunities, some bachelor's degree institutions have developed upper-division programs to recognize this degree for transfer purposes, and this trend is to be encouraged when appropriate. The title associate in applied science may be without designation or may be used with a designation to denote special fields of study such as nursing, computer science, and the like.

Effective Date: Beginning on July 1, 1986, no titles for the awarding of associate degrees shall be utilized other than associate in arts, associate in science, and associate in applied science. The latter title may be used with additional designation to denote a particular field of study.

ENROLLMENT

Our undergraduate full-time equivalent student is defined as 30 semester hours of credit. Undergraduate full-time - equivalent enrollment is calculated as follows: The aggregate number of semester hours enrolled in by a given group of students divided by either (a) 15 for fall term, (b) 15 for the spring term, or (c) 7.4 for the summer equals the undergraduate full-time-equivalent enrollment.

Main and branch campus enrollments in all Oklahoma higher education reached a total of 177,139 for the 1986 fall semester, a head-count increase of 1, 773 students and a percentage increase of 1.0 above the enrollment of 175,366 recorded in the 1985 fall semester.

Of the 177,139 students enrolled on campus for the fall of 1987, 153,764 (86.8 percent) are attending public institutions, while 23,375 (13.2 percent) attend private institutions. Enrollment in public institutions increased by 1.1 percent above one year ago, as compared with an increase of 0.4 percent in the private colleges and universities. By type of institution in the state system, comprehensive universities increased this year by 1.0 percent, as compared with an increase of 2.0 percent in the four-year colleges and an increase of 0.5 percent in the public junior colleges. The headcount increase for junior colleges for this year compared to last year is 273 students. The full-time equivalent enrollment in all public colleges increased 1.1 percent, from a total of 102,654 in the fall of 1985 to 103,767 this year. A total of 32,114 first-time entering freshmen enrolled in Oklahoma colleges and universities in the fall of 1986 as compared with 32,183 in the fall of 1985. A total of 7,582 (23.6 percent) entered the state universities, 6,286 (19.6 percent) the state four-year colleges, and 13.621 (42.4 percent) the public two-year colleges, while 4,625 (14.4 percent) enrolled in the private colleges and universities.

Of the 153,764 enrolled in public institutions in Oklahoma, 72,934 (47.7 percent) are men and 80,830 (52.6 percent) are women. In the private institutions, with an enrollment of 23,375, 12,727 (54.4 percent) are men and 10,648 (45.5 percent) are women.

During the years 1981 to 1986, the number of women enrolled in state system colleges and universities increased by 9.7 percent as compared with an increase of 1.7 percent for men. The most significant increase by women took place at the senior level, where the number of women jumped by 954 during the five-year period, increasing from 6,670 in 1981 to a total of 7,624 in 1986.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Chancellor
Oklahoma State Regents for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City, Oklahoma 73105-4503
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OREGON

by

BEN E. FOUNTAIN

SUMMARY

The Office of Community Colleges Services in Oregon is a part of the Department of Education of the State Board of Education. There are 13 community colleges in Oregon. In addition, there are two community college service districts. The service districts are formed in areas of the state that cannot support a community college due to lack of population and/or economic base. They are, by law, prohibited from owning property and must contract with a community college for educational services.

The State Board of Education is responsible for coordination and supervision of the community college program of the state. State appropriations for community colleges are made separately from those of other segments of education.

The mission of the Oregon community colleges is described in legislative policy statements (ORS Chapter 341.009 (1) - (18) Policy:

1.The community college is an educational institution which is intended to fill the institutional gap in education by offering broad, comprehensive programs in academic as well as vocational-technical subjects. It is designed to provide terminal two-year programs for some, serve a transitional purpose for others who will continue college work and serve to determine future educational needs for other students. For adults it can provide means for continuation of their academic education, vocational training or the attainment of entirely new skills as demands for old skills and old occupations are supplanted by new technologies. . .

2. Admission to the community college should be open to high school graduates or to nonhigh school graduates who can profit from the instruction offered. . .

HISTORY

The history of Oregon community colleges is sketched in the December, 1986 report of community college officials to the state legislature, as follows:

> The Dunn Bill, which also became law in the 1949 legislative session, enabled a school district board to initiate an extension center offering collegiate level courses through a contract with the General Extension Division of the State System of Higher Education. Centers were started under this law in Baker, Bend, and Klamath Falls in 1949. The only survivor of this trio was the center in Bend, which thrives today as Central Oregon Community College.
>
> Enactment of this extension center legislation by the 1949 Assembly, and the creation of the Oregon Vocational School in 1947 raised interest in two-year postsecondary education across the state. The 1949 session also saw the authorization of an interim committee study which resulted in the *Koos Report*, subtitled, *A Community College Plan For Oregon*, and a junior college bill for the 1951 session, House Bill 143.

This bill became law, but no colleges were formed under its authority until amendments were enacted in 1957.

In the 1950s there developed a framework of cooperation between vocational educators and those who were interested in community colleges. Rising concerns about actual and potential over-enrollments in the state's colleges helped spur the creation in 1956 of a joint committee consisting of high-ranking educators appointed by the State Board of Education and the State Board of Higher Education. This committee recommended legislation to the 1957 Assembly providing for public junior colleges. The original bill was amended to allow independent junior college districts as an option, while "junior college" became "community college" early in the session. Within a few months after the assembly adjourned, the Bend School District board called an election which formed a community college as part of the public school system. Central Oregon became the only such college to be formed under this legislation . . .

The 1961 Assembly convened with strong interest in pressing on with legislation that would bring about the formation of community colleges. Passage of Senate Bill 440 was a landmark; it released a flood of activity across the state compared to what had happened in the previous 35 years.

Beginning with Southwestern Oregon Community College in May of 1961, the succeeding decade saw 13 community colleges created in Oregon, including a territorially enlarged Central Oregon Community College. The legal entities which organized these colleges were known as area education districts a title that has since been changed to community college districts.

With the organization of Rogue Community College in 1970, the period of rapid growth in the number of Oregon's two-year colleges essentially came to an end. There have been no community college districts formed since then, but there have been community college service districts organized, and there may well be more in the future.

Community college service district legislation came into being as part of ORS Chapter 341, the separate statutes enacted in 1971. Community college service districts represent an attempt to deal with sparsely populated parts of the state where community college services are not available. Treaty Oak at the Dalles in 1976 and Tillamook Bay at Tillamook in 1981 are the only such districts formed to date. Service districts are, in most respects, like college districts in that they are governed by elected boards which have the same authority as other college boards with two exceptions. They may not construct or own buildings, and they must contract with other educational entities to provide their educational services. Both of these service districts contract with Portland Community College for the programs they provide. The service district device works well, as attested to by the growth in enrollments at Treaty Oak and Tillamook.

For other areas of Oregon not part of a community college or service district, a different solution has been tried. In some instances a neighboring community college contracts with an education institution in the area to provide limited programs. This arrangement is called contracted out of district (COD). In this fashion, people in Lincoln, Jackson, Union, Baker, and Curry counties are able to benefit from at least some community college services . . .

GOVERNANCE

The Oregon State Board of Education (OSBE) is a seven member board, with four-year terms of office. The OSBE meets on a monthly basis. The board governs K-12 and community colleges. The four-year institutions are governed by the Oregon State Board of Higher Education (OSBHE). This board has governance power that the OSBE does not have. The two boards meet yearly, but have several sub-committees that work together on joint projects, i.e., long-range planning for education. The OSBE has responsibility for coordinating the community college program and has general supervisory responsibilities for the program. The state board has a staff of 11.5 F.T.E.

The Office of Community College Services is headed by the executive director.

FISCAL

Total revenue for community colleges in 1985-86 was $117.8 million. Of this total, the local tax levy (property tax) supported 44.3 percent; state aid supported 32.4 percent; tuition and fees, 17.6 percent; and other came to 5.7 percent.

Oregon has a two-step formula that includes FTE reimbursement for lower division transfer, vocation education, and other reimbursable and developmental education. The formula was designed to pay more for the first 1100 FTE and then drop back for any enrollments over that number. The colleges have not been fully reimbursed for reimbursable FTE since 1978-79. Oregon's economy has kept the state aid at an amount that is lower than the full 100 percent entitlement.

Oregon does not have a standard tuition and fee charge for community college students. Each local board sets tuition rate. The average rate, statewide, was $660 per year in 1986-87.

PROGRAMS

Community college programs are approved by the Oregon Department of Education. The accreditation process is done by the Northwest Association of Schools and Colleges.

Diploma and degree requirements are the responsibility of the local college boards. The criteria must meet accreditation standards as well as those of higher-education institutions. Oregon does not have a block transfer agreement, so each community college must develop agreements on a one by one basis.

ENROLLMENT

Unduplicated headcount of students rose from 19,444 in 1961-62 to 246,555 in 1981-82. Full-time equivalent enrollment grew to 56,877 from 2511 in that same timespan. FTE has gradually declined from the 1981-82 peak to about 50,000 in 1985-86. While unduplicated headcount has decreased only slightly to about 242,000. One full-time equivalency is defined as 15 credits per quarter.

By 1980-81 more than one-half of the unduplicated headcount was female. Thirty-six percent (18,280) of FTE in 1984-85 were enrolled in vocational curriculums while about 40 percent (20,610) were enrolled in collegiate curriculums.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Executive Director
Office of Community College Services
Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290
TELEPHONE: (503) 378-8639

REFERENCES

Jewell-Kelly, Starla. (1987). Unpublished memorandum and notes. Salem, Oregon.

Oregon Department of Education. (1987). *Oregon's Community Colleges, A Report to the 64th Legislative Assembly*. Salem, Oregon.

Oregon Education Coordinating Commission. (1986). *State Comprehensive Plan for Education in Oregon, 1987-95*. Salem, Oregon.

PENNSYLVANIA

by

JEROME KERN
Higher Education Associate (liaison with community colleges)
Department of Education

SUMMARY

In a legal sense, the commonwealth of Pennsylvania has no system of community colleges; however, the 14 community colleges are frequently referred to as the community college system in Pennsylvania.

The Pennsylvania community college system consists of 14 locally autonomous, locally sponsored, locally controlled institutions. The initial college was established in 1964 and the last in 1970. The largest college serves approximately 19,000 equated full-time students (EFTS) and the smallest 1,700 EFTS. The system serves approximately 75,000 EFTS.

Mission and Goals of the System

Each community college develops its own mission and goals; however, the commonwealth standards indicate that, at minimum, community college philosophy must address educational opportunity for all, comprehensive educational programming, quality instruction, guidance and student personnel services, and community leadership. The standards further indicate that educational programs must include: college parallel, occupational education, continuing education/community service, general education and developmental education. In addition, since the law requires "surveys of industrial development and manpower needs" and speaks of "indicating how the college will further industrial development, reduce unemployment, etc.," these tasks also find their way into each college's purpose statement.

HISTORY

The commonwealth of Pennsylvania became the 44th state to have legislation enabling creation of a system of community colleges when Governor William H. Scranton signed House Bill 1066 into law as Act 484 on August 24,1963. It should not be deduced from this that there was an earlier lack of interest in establishing community colleges in the state. There was a great deal of discussion and activity with many different interest groups offering varying points of view. The difficult process of working out a compromise suitable to a majority of the interest groups required much time. One of the earliest recorded references to junior or community colleges in Pennsylvania was in the minutes of the State Council of Education for February 5, 1926. The president of the council discussed briefly the question of the possible development in Pennsylvania of municipal junior colleges.

The next important reference to junior colleges was a report by the Association of College Presidents of Pennsylvania in a 1935 *Junior College Journal* article. The theme of the article was the need for junior colleges in the state which would be a part of the public school system and would be concerned primarily with occupational education. The efforts to establish free city colleges were offset by efforts of the rural-based legislatures to establish junior colleges in any school district as the 13th and 14th years added to high school. The municipal junior college and school district junior college were not the only suggestions forwarded through the legislative process. Some of the bills introduced called for the state itself to sponsor the college. Others called for county boards, school directors and even separate community college districts.

Pressures for additional space for World War II veterans returning to college campuses under the GI Bill helped to push a bill through the 1947 session to become Act 66. This act was designed to permit existing colleges to establish off-campus centers offering the first two years of college work. Such branch campuses had existed in the state prior to World War II. Pennsylvania State College (later Pennsylvania State University) applied for approval of four such centers as early as 1937. At the December 3, 1937, meeting of the State Council of Education, a resolution was adopted that approval of such centers be withheld pending further study. Act 66 formalized the establishment activity, and the system of branch campuses expanded rapidly. The existence of these centers was later cited as one of the reasons why it was not necessary for Pennsylvania to develop a system of community colleges.

The State Council of Higher Education proposed yet another approach in a 1941 report on the state teachers' colleges. One of the recommendations in the report was that four of the then existing state teachers' colleges be converted to junior colleges for occupational training in trades and semiprofessional skills. In 1949, the chief executive officer was directed to present to the governor the opinion of the State Council of Education that there were already adequate facilities available for students, and that monies spent to establish free city colleges might be better spent to provide scholarships. The discussion about the need for community colleges continued with no congruence of the differing points of view. A survey by the Pennsylvania Cooperative Program in educational administration in 1953-54 indicated little general support for expansion of public education through the 13th and 14th years. The 1955 Pennsylvania Conference of Education called by Governor George N. Leader concluded that the establishment of junior colleges was problematical because none of the taxing agencies could bear the costs. There was also an implication that most of the services offered by such a new institution could be easily offered by existing institutions.

In 1957, there were two governor's commissions, one on higher education and one on public education. Each of these commissions recommended the establishment of new institutions with programs with less than four years to be financed by a combination of state, local and student resources. The report of the Commission of Higher Education recommended that these new institutions should be independent of the administration of the public school system and that the administrative responsibilities should rest with local communities. In 1958, the Pennsylvania State Education Association Committee of 15 reported that there was a need for community colleges in the state. In 1959, another new approach to the establishment of community colleges was suggested. The Advisory Panel of the Joint State Government Commission in the Litchfield report, suggested that additional expansion of higher education in the state could come through new junior colleges established on a regional basis.

The legislators in the General Assembly were aware of growing debate. In 1957, there were four different bills introduced calling for the establishment of junior colleges. In 1959, there were five, including one which enjoyed the unique distinction of being passed by one of the bodies of the General Assembly.

The growing pressures, those noted in official documents as well as those going on behind the scenes, ultimately had to come to a head. Leadership for this culminating activity was provided by the governor at the time, Governor David L. Lawrence. His first move was to appoint a committee on education which issued it report in April, 1961. Among other recommendations of this committee was one that established a goal of a system of community colleges which would be able to accommodate 7,000 to 9,000 students by 1970. Another important suggestion was that it should be possible to establish community college districts with separate taxing authority.

Provided this leadership, the State Council of Education adopted a resolution authorizing the preparation of a master plan for the development of higher education in the commonwealth including community colleges. Then, in 1962, the council passed a resolution approving legislation which would provide for the creation and operation of the system of community colleges.

At the same time, other organizations, such as the Pennsylvania State School Directors' Associations, began to climb on the band wagon and to resolve to seek legislation authorization for establishment of the system of community colleges in the state. With this in the background, the legislators got busy. There had been only five bills relating to community colleges introduced in the 1959 session and again in the 1961 session, but in the 1963 session there were 18 bills introduced.

It was House Bill 1066, however, which was to be the successful one. Toward the end of the legislative route, there was an opportunity for public hearings. A total of 21 organizations presented testimony, and an additional 10 submitted statements. There were statements from the Governor's Committee of 100 for Better Education, numerous school districts, unions, colleges and universities, and commissions of colleges and organized groups. The majority of those presenting testimony supported the bill, either in its entirety or with its suggested modifications. In the House of Representatives, the bill carried with a vote of 194 to 8. The Bill was sent to the Senate. It was passed unanimously, 50 to 0. The bill was signed by Governor William W. Scranton on August 24, 1963, and became Act 484.

The state's 14 community colleges and the year each was established are as follows: Harrisburg Area Community College and Community College of Philadelphia (1964); Allegheny County Community College, Bucks County Community College, Butler County Community College, and Williamsport Area Community College (1965); Montgomery County Community College, Delaware County Community College, Northhampton Area Community College, and Beaver County Community College (1966); Westmoreland County Community College and Reading Area Community College (1970).

There have been no community colleges added since 1970. Enrollments have leveled off. Numbers of part-time students and older students continue to increase. Community service/continuing education and job retraining have become major community college services.

GOVERNANCE

Pennsylvania's community colleges have no governing board of their own at the state level. The State Board of Education, however, which has authority over all of education in Pennsylvania, has control to the extent indicated by Chapter 35 of the State Board Regulations governing community colleges. The state board consists of 17 members appointed by the Governor and confirmed by a two-thirds majority of the Senate. Each person serves a six-year term without pay. Eight members are assigned to serve on the Council for Basic Education and eight members to the Council for Higher Education. The chief of the State Board is the chairperson designated by the governor. The board meets five times annually.

The State Department of Education is headed by the secretary of education, a cabinet post. The department provides personnel to regulate and maintain, in accordance with state board regulations, the educational system of the commonwealth. The department also serves the secretary and governor with required services in education.

FISCAL

Funding sources are: local sponsor, student tuition, state, and other (federal grants, gifts, state contracts, etc.). The Community College Law provides for a one-third sharing of operating expenses among tuition, sponsors, and state as a norm, with other income for the most part, credited to the sponsor's share of expenses. Capital expenses are split 50-50 between sponsor and state. An additional state funding source not included in the one-third calculation is a stipend amount paid by the Commonwealth for each EFTS in certain Department of Education approved occupational program categories, such as advanced technology programs, statewide programs, and approved occupational programs.

The funding formula for operating expenses as stated above is presently experiencing the effect of a $2,400 per EFTS cap above which the commonwealth limits its share to $800 (one-third of $2,400). The law then further limits the student tuition charge to one-third of operating expenses requiring the sponsor colleges presently exceed the $2,400 net reimbursable operating expense, sponsors are experiencing a cost squeeze. Legislation has been introduced to increase the cap amount.

Tuition and fee charges for 1987-88 academic year range from $834 to $1,742, within a median of approximately $1,200 for a resident of a sponsoring area. Pennsylvania residents attending from non-sponsoring areas would pay approximately double, and non-Pennsylvania residents approximately three times the resident rate.

PROGRAMS

Program approval is delegated to each community college's faculty and board. However, for stipend awards, Department of Education review and approval of each program for applicability to the stipend conditions are required.

Pennsylvania's community colleges offer a full range of programs: college transfer, technical, vocational, adult basic, continuing education, GED, JTPA, remedial, community service,etc.

Community colleges offer an assortment of associate degree designations as each college faculty deems appropriate. The AA, AS, and AAS are most frequently used. Colleges also award certificates for programs of shorter duration. Associate degree programs require the completion of the minimum of 60 semester credit hours. Certificate programs generally require 30 hours or less.

ENROLLMENT

The equated full-time enrollment is obtained by adding the number of full-time students plus the total of part-time student credit hours or more. A part-time student takes less than 12 semester hours. Non-credit courses are equated to credit hours by using 15 hours of classroom study as equivalent to one semester credit hour. For classes requiring laboratory study, each 30 hours of laboratory study is equated to one semester credit hour.

System-wide college transfer and occupational program students generate approximately the same number of EFTS. Non-credit work accounts for approximately 20 percent of the EFTS.

Initially, college transfer students accounted for almost 70 percent of community college system students. The ratio of transfer to occupational on a system basis quickly began to change and, by 1975, had reached approximately 50-50. Since that time, this ratio has remained essentially consistent for the system. Some colleges are, and historically have been, heavily occupational, while others are more transfer-oriented.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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RHODE ISLAND

by

EDWARD J. LISTON
President, Community College of Rhode Island

SUMMARY

The Community College of Rhode Island, the only public, two-year institution of higher education in the state, fulfills a three-pronged objective of providing vocational-technical training, academic transfer programs, and a wide variety of community service offerings for the people of the state.

In Rhode Island, there is only one community college, which is part of the same higher education system that governs the two public four-year institutions. CCRI has an enrollment of over 13,000 students on two main campuses, at off-campus locations in high schools in the outlying areas of the state, and in companies where college courses are taught at the workplace.

The college's current mission and goals statement, included here, was adopted in 1981. It was developed by a committee with input from the entire college community.

Mission and Goals Statement

MISSION I

Community College of Rhode Island will provide an ambitious array of post-secondary occupational programs and courses designed to prepare students for, and enhance their competence in, paraprofessional and technical jobs in business and industry beyond what might be achieved in high school.

MISSION II

Community College of Rhode Island will offer programs and courses designed for students who wish to transfer their credits to other institutions of higher education, and will work closely with other Rhode Island institutions to develop and improve effective articulation and transfer programs.

MISSION III

Community College of Rhode Island will give special attention to the quality of its offerings and effectiveness of its instruction.

MISSION IV

Community College of Rhode Island will provide such student services as may be necessary to a student's academic progress and as are feasible.

MISSION V

Community College of Rhode Island will provide adult residents of Rhode Island with open access to post-secondary education.

MISSION VI

Community College of Rhode Island will make its facilities available to community groups and the public in general at as low a cost as possible.

MISSION VII

Community College of Rhode Island will sponsor a wide range of non-profit forums, workshops, seminars, courses, lectures, exhibitions, concerts, shows and tours.

MISSION VIII

Community College of Rhode Island will assist community organizations, local businesses and industries, and appropriate state and municipal governmental agencies to develop and enhance their own educational programs, and will work with these groups to further the State's economic development objectives.

MISSION IX

Where feasible, Community College of Rhode Island should involve community representatives in establishing and evaluating its programs and activities.

HISTORY

The Community College of Rhode Island is an institution that is broad in purpose, creative in design and service oriented. Founded with the aim of serving all the citizens of the State and providing educational opportunities for all Rhode Islanders, the College has continued to fulfill this purpose over two decades.

The Rhode Island Junior College State System was established by an Act of the Rhode Island General Assembly in January, 1960.

The legislation closely followed the recommendation of a Commission to Study Higher Education, which called for establishment of a statewide system of junior college campuses with facilities in the Pawtucket Valley, Blackstone Valley, and Mount Hope areas of Rhode Island.

In March, 1964, the Board of Trustees of State Colleges appointed Dr. William F. Flanagan as the first president of Rhode Island Junior College. The college opened its doors in temporary quarters in Providence on September 25, 1964.

Original plans called for an enrollment of 200 students in the opening class, but because of the large number of applications from both faculty and students, Governor John Chafee permitted the expansion of the initial enrollment to 325 students.

On October 7, 1964, Royal W. Knight of Warwick made a gift of 80 acres of property, including an historic homestead and other buildings, to the college. This became the permanent site of the Rhode Island Junior College Campus, named the Knight Campus by the Board of Trustees. Later acquisitions of adjoining land increased the campus area to a total of 205 acres.

The Knight Campus, located in the western section of Warwick, adjacent to Routes 2 and 3 and easily accessible to Routes 95 and 295, was opened in September, 1972, with an enrollment of close to 3,000 students.

All facilities at this campus are housed under one roof, a futuristic megastructure which encourages social, educational, and cultural exchanges among the entire student body.

In June, 1969, the Rhode Island Junior College Blackstone Valley Campus Master Plan was unveiled. The plan updated the overall projections for full development of the Rhode Island Junior College State System and developed basic design criteria for the second campus facility, which was eventually named the Flanagan Campus in honor of the college's first president.

In November, 1970, Rhode Island voters approved a $12,250,000 bond issue for a construction of the Flanagan Campus and preliminary planning for a Newport-Mount Hope Campus.

Construction of the Flanagan Campus was started in the summer of 1974. The 300-acre campus, located on Louisquisset Pike at Route 146 in Lincoln, was opened in September, 1976, with an enrollment of 1,700 students.

Like the Warwick facility, the design of the Flanagan Campus encourages interaction among all students. One large building, made up of three connecting modules, totals nearly seven and one-half acres of floor space and includes such innovative features as solar panels for heating water in the field house and computerized temperature control for the building.

The college's second president, Edward J. Liston, was inaugurated on April 1, 1979.

On June 26, 1980, the Rhode Island Board of Regents for Education approved a change in the name of the college from Rhode Island Junior College to Community College of Rhode Island. The new name reflects the true mission of the college system created over 20 years ago.

From its modest beginnings with 325 students in 1964 to its present enrollment of 13,000 students, the college has grown steadily to meet the goals of its founders. For over 20 years, the challenge has been to provide academic transfer programs and technical training of the highest caliber.

Under the leadership of President Liston, the college continues to seek new ways of serving the community through expanding existing offerings and developing new programs. Growth in terms of student enrollment has been accompanied by expansion in both collegiate and non-credit areas of instruction. CCRI offers programs in over twenty academic and vocational-technical areas as well as a full complement of programs and services for full and part-time students, for recent high school graduates and for older adult learners. The Office of Community Services, the New Careers for Women Program, the Center for Training and Development, and other special programs provide opportunities for special constituencies.

CCRI opens its facilities for public use, sponsors programs on issues of public concern, and offers workshops and seminars for small businesses, for governmental agencies, and for individuals seeking to improve their skills or enhance their lives.

In every sense, CCRI is a community college, striving to serve the needs of its constituencies by continually reaching out to establish linkages and meet the needs of individuals, businesses, secondary schools and governmental agencies throughout the state.

GOVERNANCE

The governing board of the Community College of Rhode Island is the Board of Governors for Higher Education. Also under the jurisdiction of the board are the other state institutions, the University of Rhode Island and Rhode Island College. This board was created on July 1, 1981; previously, governance of all public education in Rhode Island was provided by a single board of regents.

The duties and responsibilities of the Board of Governors for Higher Education are defined in Chapter 59 of the General Laws of Rhode Island. Among the major responsibilities of the Board are the following:

1. To approve a systematic program of information gathering, processing, and analysis addressed to every level, aspect and form of higher education in the State, especially as that information relates to current and future educational needs.

2. To approve a master plan defining broad goals and objectives for higher education in the State, including a comprehensive capital development program.

3. To formulate broad policy to implement the goals and objectives established and adopted by the Board of Governors to adopt standards and require enforcement and to exercise general supervision and require enforcement and to exercise general supervision over all public higher education in the State and over independent higher education as provided in the statutes.

4. To prepare with the assistance of the commissioner of higher education and to present annually to the state budget officer, a state higher education budget which includes, but is not limited to, the budget of the officer of higher education and the budget of the state colleges.

5. To maintain an Office of Higher Education; to provide for its staffing and organization; and to appoint a Commissioner of Higher Education.

6. To appoint and dismiss presidents of the public institutions of higher learning with the assistance of the commissioner of higher education, and with the assistance of the commissioner to approve or disapprove vice presidents appointed by the respective presidents of the public institutions of higher learning.

The board of governors consists of 11 members. Eight public members are appointed by the governor of Rhode Island; other members are the chair of the Board of Governors for Elementary and Secondary Education, the chair or designee of the Senate Finance Committee, and the chair or designee of the House Finance Committee. The commissioner of higher education, who is appointed by the board, and the staff of the Office of Higher Education assist the board in the discharge of its responsibilities.

The board holds regularly scheduled meetings by law at least twice in each quarter of each calendar year, and special meetings are also called. On the average, the board meets 16 times each year, and the average length of regular sessions is four and one-half hours. Public board members are persons primarily from the professions and businesses and are selected for their ability to serve the entire needs of the state.

Each public member of the board receives compensation in the amount of $50 for each day of actual service, to a maximum of $3,000 per year. Legislative members receive no payment for their services but are allowed travel and necessary expenses.

The public member of the board who is designated by the governor as the chair of the board of governors receives $7,500 per year.

The legislation which created the board also provided for the establishment of the Office of Higher Education which performs research and administrative functions and duties required of the board, and for the appointment of the commissioner of higher education who serves as the chief administrative officer of the Office of Higher Education. The coordination of public higher education in Rhode Island is the shared responsibility of the Board, the Office of Higher Education, and three public institutions of higher education: the Community College of Rhode Island, Rhode Island College, and the University of Rhode Island.

In addition to the general powers and duties of the board described in the previous section, its specific responsibilities include the following:

(a) To approve the tables of organization at public institutions of higher learning with the assistance of the commissioner of higher education.

(b) To adopt and require standard accounting procedures for the Office of Higher Education and all public colleges and universities.

(c) To create, abolish and consolidate departments, divisions, programs and courses of study within the public colleges and universities with the assistance of the commissioner of higher education after consultation with the presidents.

(d) To establish a clear and definitive mission for each public institution of higher learning with the assistance of the commissioner of higher education.

(e) On or before February 1, to present for review and oversight to the House and Senate finance committees, plans for reallocation of appropriate funds.

(f) To otherwise promote maximum efficiency, economy and cooperation in the delivery of public higher educational services in the state and cooperation with independent institutions.

In addition to the governance and planning functions of the board, the Post-secondary Education Executive Council, composed of the president of the community college, the president of Rhode Island College, and the commissioner of higher education, meets regularly (not less than 12 times a year). This executive council has the responsibility for developing interinstitutional plans and carrying out cooperative projects which address the future needs of higher education within the state. All recommendations and information gathered at the meetings of the council are forwarded to the board of governors for approval or disapproval. Prior to the presentation on higher education, including but not limited to its impact on educational budgetary requirements, quality of higher education and elimination of unnecessary duplication.

Thus, interinstitutional planning coordination are ongoing activities. These activities, which determine the role and scope of the community college, are guided by a concern for flexibility, communication and voluntary cooperation, with confirmation by the board.

The President

The presidency of CCRI is a relatively unique position in that the president serves as the chief executive officer of the two main campuses and the satellites as well as filling the role of state director of community colleges. Along with the daily operating responsibilities for the largest two-year public institution in New England, the president has primary responsibility for direct interaction with the governing board and the state legislature.

As state director of community colleges, the president functions in the national arena as a member of the National Council of State Directors of Community and Junior Colleges. This role both heightens the president's awareness of national trends and problems affecting community colleges and provides the president an opportunity to represent Rhode Island at the national level.

By policy of the Rhode Island Board of Governors for Higher Education, the presidents of the public institutions have the opportunity for a professional evaluation not less than every three years, or annually at the discretion of the board. Procedures have been developed by the board, including use of the management letter technique, to address issues of performance and/or contract renewal. The evaluation procedures have been designed to fulfill a number of specific purposes:

- Encourage regular dialogue between the president and the board;
- Assess the president's past performance on the basis of expectations agreed upon by the president and the board, and reflected in the president's management letter;
- Form the basis for productive changes and improvements;
- Provide the president and the board with a forum for mutually determining future expectations;
- Assess the president's abilities to perform in the future; and
- Provide the board with the information necessary to make decisions about contract renewal, length of contract, special conditions of contract, and/or salary.

FINANCE

Budget Process

The budget process at the communitycollege spans a period of eighteen months, beginning with the mailing of the budget request forms of department chairpersons/directors in January and ending with the final allocation in June of next year. Using the parameters established by the union contracts for salary increases, as well as inflationary and rate increased supplied by the State Budget Office for fringe benefits, the Business Office prepares personnel and fringe benefit requests. The president and vice presidents of the college review the requests submitted by the departments; establish priorities regarding personnel, operating, and capital requests; detail new programs; review enrollment projections; and recommend a budget that is within the cap increase imposed by the state legislature.

Revenue, Expenditures, and Controls

Revenue for the operation of CCRI is received primarily from tuition and fees, state appropriations, grants, federal scholarships, miscellaneous income from interest, and indirect cost reimbursement. With the exception of some scholarship funds, these revenues are deposited with the state general treasurer.

Generally all supplies and capital items must be purchased in accordance with procedures which require that all purchases be processed with procedures which require that all purchases be processed through the State Purchasing Office. All payments for goods, services, and payrolls are processed through the state controller.

Controls are applied by the department chairpersons/directors, the Purchasing Office, the Business Office, and in some cases, the divisional vice president(s). Involvement at the vice-presidential level occurs for certain central control accounts, such as capital, travel, and subscriptions, where their prior approval is necessary. Also, turnover and personnel dollar expenditures are reviewed by the vice presidents on a regular basis. All requests for personnel expenditures must have the approval of the appropriate vice president and the vice president for business affairs.

The college must submit to the Board of Governors, after four and eight months, a comprehensive financial review which details actual expenditures made and revenue received during the fiscal year. Year-end projections based on performance at these intervals are presented, and all requests to modify the existing budget must be detailed and approved by the board at these review times.

Budget modifications are also made and presented to the board to accommodate any recisions imposed by the governor of Rhode Island.

An independent audit is conducted annually, and the final figures and findings are reviewed by the commissioner of higher education and the Board of Governors. Any surplus at the end of a year usually results in an equal reduction in the state appropriation for the second subsequent year. The exception would be a Board of Governors' approved transfer of surplus funds to another institution or agency under their jurisdiction.

Tuition and Fees

Efforts have been made over the years to maintain tuition and fees at a level to maintain the progress of the community college accessible to persons of limited resources. Mandatory tuition and fees for 1986-87 full-time student total $422.00 per semester.

Expenditures

General education expenditures totalled $29,067,000 in 1985-86. Approximately 74 percent were derived from State appropriations and 23 percent from tuition and fees.

PROGRAMS

The Community College of Rhode Island offers 25 programs for which the associate degree is awarded as well as programs which lead to a certificate. Five different associate degrees are granted according to the program the student completes:

Associate in arts--general studies, liberal arts, human services, labor studies, urban affairs;

Associate in fine arts--art, drama, music;

Associate in applied science--science, computer science, business administration, engineering, engineering technology, nursing, office studies, retail management;

Associate in applied science--chemical technology, electronics, fire science instrumentation technology, machine design, machine processes, medical laboratory technology, radiography, respiratory therapy;

Associate in applied science in technical studies--This degree allows students to earn as associate's degree without concentrating in a particular technical field offered by the college. The program is designed to meet the needs of students who want to take technical and general courses for college credit so as to meet the training or retraining demands of current or prospective employers.

Certificate programs--computer science, dental assistant, practical nursing, secretarial studies, word processing, office studies.

The majority of these programs provide the first two years of a program which may be continued by transferring to a four-year institution, but some are considered terminal in that they primarily prepare their graduates for direct entry into the work force. Programs are administered by a department chairperson or by a program coordinator who is a member of a department.

In career field programs, the community college meets the objective of producing an awareness of the range of human experience by the inclusion of general education requirements. These requirements range from 8 percent of the total credits in a certificate program to a maximum of 50 percent in a degree program. Typically, degree programs require that 25 percent of their credits be in general education courses. Between zero and nine of these credits may be free electives, with six credits of free electives typical of most programs.

Community and regional needs are given consideration in program development, particularly in career-oriented programs. Courses are frequently designed to meet specific requests from local industries. In addition, with the increased interest in adult education and life-long learning, the college has expanded its offerings both on and off campus in the late afternoons, evenings and on weekends. The recent influx of immigrants into Rhode Island who are not native speakers of English has resulted in the expansion of the English as a second language offering as well.

Continuing education units, which do not carry college credit, are awarded in the areas of nursing and nursing home activities direction.

Non-traditional Instruction

CCRI provides a variety of opportunities for students to learn in non-traditional ways. For example, many of the mathematics courses, including all of the pre-college courses (arithmetic and basic algebra), are offered through the mathematics laboratory. Students are provided with a detailed course outline and a basic text and are allowed to proceed through the course at their own pace.

There is also a reading laboratory which provides service to students who have difficulty with reading comprehension, and a writing laboratory which provides individualized instruction to students who are deficient in basic writing skills.

Extended-Day Offerings

In 1979, the Continuing Education Division was abolished as a separate entity. All courses at the main campuses given at times outside of the regular school day (courses beginning after 4:00 p.m. or on the weekend) became the responsibility of the Dean of Instruction and are now treated as simply an extension of the regular daytime course offerings. Maintenance of student records is consistent with the daytime programs so that students may take day and/or evening courses without any special concern about record keeping.

Selection of faculty and course administration are the responsibility of department chairpersons, regardless of the time or site of credit course offerings. Extended-day courses are equivalent to those offered during the day.

Off-Campus Offerings: The Outreach Program

Since the spring of 1979, CCRI has had an outreach program through which courses are offered at off-campus locations under the supervision of the dean of off-campus credit programs. The purpose of this program has been to bring the upward mobility afforded by higher education to populations for whom it would not otherwise be available, and to bring state-supported higher education to geographically removed regions. In the spring of 1979 CCRI offered courses at the Opportunities Industrialization Center (OIC) in Providence and at Newport High School on Aquidnick Island. In the fall of 1979 evening courses were initiated in high schools in Westerly and Woonsocket, and the following semester, spring of 1980, courses were offered at the Urban Education Center, an inner city facility which was run by Rhode Island College until it was transferred to CCRI in December, 1986. In the spring of 1982, courses were initiated in Middletown High School, which is centrally located on Aquidnick Island, and courses were offered for the first time on the east side of Narragansett Bay of Bristol High School in the fall of 1982.

The outreach program has also been extended to corporations. Through the CCRI Center for Training and Development, courses have been offered at such companies as Metropolitan Life, Puritan Life, and the Raytheon Corporation, to name a few. Since September 1982, employees of the Foxboro Company in nearby Foxboro, Massachusetts, have been enrolled in a program in instrumentation technology. At the request of the RI/SM Chapter of the National Tooling and Machining Association, CCRI has designed a course of studies which will provide the classroom theory component of a machinist apprentice program, which allows requirements for a journeyman certificate. An apprentice training program has also been established at General Dynamic's Electric Boat Division at Quonset Point, Rhode Island, and the college has developed a degree program (an associate degree in technical studies) to enable these employees to earn a college degree.

Accreditations

Community College of Rhode Island is accredited by the New England Association of School and Colleges. Several programs are accredited by specified accrediting agencies.

ENROLLMENT

Initial enrollment in 1964 was set at 325 students. For 1982-83 enrollment totalled 12,149. 1985-86 enrollment increased to 12,617.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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SOUTH CAROLINA

by

JAMES R. MORRIS, JR.
Executive Director
State Board for Technical and Comprehensive Education

SUMMARY

South Carolina State Board for Technical and Comprehensive Education

Begun in 1961, the technical education system is a system of 16 two-year postsecondary technical colleges with the statutory responsibility for supporting South Carolina's economic development through the provision of technical and occupational training programs and support services. As a legal entity created by the General Assembly, the system includes all two-year state-supported, postsecondary institutions except the regional campuses of the University of South Carolina. The system offers more than 150 degree, diploma, and certificate programs, employs approximately 1,300 full-time faculty and operates with an annual budget in excess of $120 million.

Mission and Goals of System

The state tech system is dedicated to helping individuals fulfill their own worth and potential. Because people represent South Carolina's single greatest resource, tech is committed to providing a high quality and economically feasible educational system that minimizes geographic, economic, academic, and other barriers to postsecondary education. Tech recognizes that by subscribing to an open door admissions policy it has an obligation to respond to the needs of each student at his or her level of ability and development. Tech exists to serve both the state and individual. It meets state needs and supports economic growth by offering industrial services for new and expanding industries and by providing occupational and technical training to the state's population. The state tech system is committed to providing educational opportunities within the geographic and economic reach of most citizens. Through this comprehensive educational approach, the state tech system fulfills diverse needs for occupational and technical programs, special industrial training programs, adult and continuing education programs, college parallel programs and community service programs.

HISTORY

An agrarian economy, out-migration of young people, and lack of industry challenged South Carolina leaders in the early 1960s.

Gov. Ernest F. Hollings believed South Carolina's chance of solving these problems was in its most valuable resource--the people. Hollings named a joint legislative study committee of three senators and three representatives. The senators were John C. West (chairman), Marshal Parker, and William C. Goldberg. Representatives were Robert E. McNair (vice-chairman), Floyd Spence and Rex L. Carter. The study and subsequent recommendations made by this committee, which later became known as the West Committee, resulted in one of the most significant pieces of legislation in South Carolina's history.

The West Committee's specific recommendations regarding technical training (outside the existing high school program) fell into two main categories:

1. A crash program to provide immediate training for established industries and for particular industries; and

2. A technical training program to train high school graduates for initial employment as technicians in industry and to offer trade extension course for people desiring employment in industry and to those already employed who wanted to improve their skills.

To implement the program it envisioned, the committee recommended that the governor, with the advice and consent of the Senate, appoint seven persons to serve as the Advisory Committee for Technical Training. This advisory committee would be authorized to recommend the employment of personnel, adequate salaries, and reasonable standards for facilities to qualify under the program.

The 1961 General Assembly, guided by the West Committee's recommendation, enacted legislation which authorized the establishment of the South Carolina Advisory Committee for Technical Training. This act provided for eight, rather than seven members. Six of the members were appointed by the governor, each of whom represented one of the state's congressional districts. The state superintendent of education and the director of state development board were ex officio members. The act provided for the appropriation of an initial budget of $250,000 rather than the $1,000,000 recommended.

The original South Carolina Advisory Committee for Technical Training included: Chairman O. Stanley Smith, Jr. of Columbia (District 2); Alvin F. Heinsohn of Charleston (District 1); J. Bonner Manly of Abbeville (District 3); Sapp Funderburk of Greenville (District 4); Clarence Rowland, St. of Camden (District 5); J. Boone Aiken of Florence (District 6); Jesse R. Anderson, state superintendent of education and Walter W. Harper, state development board director.

One of the advisory committee's first actions was to appoint A. Wade Martin as coordinator of technical and industrial training. Martin, former administrator of industrial and technical education for the North Carolina Department of Public Instruction, moved immediately to implement the crash program recommended by the West Committee and mandated by the authorizing legislation. Working in consultation with the State Development Board, Martin and the advisory committee planned a program with a high degree of responsiveness to the needs of industry, inherent flexibility and ability to act on short notice, and supported by a centralized equipment depot.

John E. "Jack" Riley, was hired by Martin to head up the special schools program. The first office was in the Development Board offices and then moved to 1321 Pendleton Street in Columbia. In addition to Jack Riley, Paul Weatherly, and Norma Buff were early members of the TEC staff.

Once the special schools program was underway, Martin and the advisory committee turned their attention to the establishment of the companion program of permanent technical education institutions. The main goal of Martin and the advisory committee in planning the system was simple and pragmatic; to make a suitable training program available to any adult South Carolinian who wanted to obtain a salable skill.

In the meantime, the special schools program was off and running as planned; working in coordination with the State Development Board, the training programs were prepared to respond quickly and pragmatically to the training needs of industry. When an industry indicated that it would locate in South Carolina or expand its existing operation, special schools staff would determine training needs, develop instructional materials, set up training sites, hire instructors, recruit trainees from the local population, and train them.

The special schools program, while an integral part of the TEC plan to make South Carolina competitive with other states in attracting more and different kinds of industries, was not intended to provide training for the large numbers of technicians required as replacements or additional employees as industry continued to expand, or for the employees required in the rapidly growing service fields. This was the responsibility of the System of Technical Education Centers, which, as special schools was doing, was demonstrating the validity of its planners' concept and the need for its rapid implementation.

The first to apply for a center was Greenville County, whose citizens enthusiastically endorsed the building of a center and whose application for one was received and approved by the committee on September 20, 1961. Within a year, Greenville Tech was built and opened its doors to the first students.

By the spring of 1962, applications had been approved for centers in Spartanburg, Richland, and Sumter counties, and for the tri-county area of Anderson, Oconee, and Pickens. In the fall of 1963, all four of these centers were training students in newly-opened facilities.

In the period from 1964 to 1966, five other centers opened: Florence-Darlington (1964); Berkeley-Charleston-Dorchester (1964); York (1964); Horry-Marion-Georgetown (1966); and Piedmont (located in Greenwood, 1966).

By 1973, the construction of new centers was virtually complete. Orangeburg-Calhoun Tech and Chesterfield-Marlboro Tech had opened in 1968, and, in 1971, the Williamsburg Regional Manpower Training Center opened in Kingstree. Aiken Tech, opening its permanent facilities in 1973. However, in 1969, the General Assembly transferred the administration of the state's three area trade schools to the TEC System. These schools located at Beaufort, Denmark, and West Columbia, later became TEC centers, which brought the total number of centers to 17 by 1973.

Wade Martin took a year's leave of absence during 1968-69. During that period Thomas E. Barton, Jr., director of Greenville Tech, served as acting executive director. In October 1970, little more than a year after returning to his position, Martin died suddenly, after nearly a decade of inspired and exceptional leadership to the system. Wyman D. Shealy, finance officer of TEC since 1964, was appointed interim executive director, and the search for a new executive director began.

The advisory committee's search culminated in May 1971, with the appointment of Julio L. Bortolazzo as TEC's fourth executive director. Bortolazzo, former head of several California junior colleges and junior college districts, was internationally recognized as a key figure in the conception and development of that state's community system. But soon after becoming the TEC executive director, Bortolazzo became involved in a statewide controversy regarding TEC's role in higher education, particularly in relation to the University of South Carolina's system of branch campuses. Perhaps having misunderstood the essential purpose and mission of TEC and having apparently overestimated the support within South Carolina for his view of TEC, Bortolazzo resigned in August, 1971, after only ten weeks as executive director.

O. Stanley Smith, Jr., chairman of the TEC Committee since 1961, was authorized by the committee as acting executive director during the search for an executive director. Shortly afterwards, on August 26, 1971, Smith resigned the chairmanship to assume the position on a permanent basis. Y. W. Scarborough, Jr., who had been instrumental in guiding TEC from it beginning, was faced with the task of continuing the pattern of success that the System had established into a future overshadowed with some uncertainty and a need for critical decisions.

The 1971 General Assembly had directed the South Carolina Commission on Higher Education to conduct a joint study on a proposal to establish a system of community colleges within South Carolina. The report resulting from the study led to the passage of Act 1268 by the 1972 General Assembly. Act 1268 established the State Board for Technical and Comprehensive Education and added two at-large members to the former Advisory Committee for Technical Training appointed to the former Advisory Committee for Technical Training, appointed by the governor, to the board membership. The act authorized, at local option and with TEC board and higher education commission approval, the addition of first and second year college parallel curricula to technical education centers. It also placed under the authority of the State TEC Board all present and future state supported two-year postsecondary institutions and their programs, except for the present branches and centers of the University of South Carolina and Clemson University.

Act 1268 represented the General Assembly's response to the state's need for an economic offering of lower-division college courses at a moderate cost to the student and within community distance of the population. Greenville Technical College was the first institution to establish a college parallel program. Five other institutions, (Chesterfield-Marlboro Technical College, Midlands Technical College, Tri-County Technical College, Trident Technical College, York Technical College, and Williamsburg Technical College) have received board and CHE approval to offer the associate of arts and the associate of science degrees.

In June 1976, the General Assembly passed Act 654. Act 654 was especially important in that it expressly provided for the TEC area commissions to continue as they were presently constituted. It also delegated the primary responsibility of local governance and supervision of institutions to the area commissions. The act delegated specific authority to the area commissions to: adopt rules and regulations for the expenditure of funds; acquire real and personal property for the construction and equipping of institutions; employ the institutional chief administrative officer and other personnel; exercise the right of eminent domain in the geographical area served; apply for, receive, and expend monies from state, local, and federal agencies; maintain accounts of receipts and expenditures in accordance with uniform bodies and to the TEC State Board; and award certificates, diplomas, and associate degrees.

Act 654 also designated all TEC institutional employees as state employees, subject to the regulations and policies of the TEC board, the Budget and Control Board, and the state personnel system.

Having piloted TEC through a critical and often stormy period, Stan Smith resigned in 1973 to return to private business. In September 1973, Charles E. Palmer, associate executive director, was appointed TEC's sixth executive director.

In 1973 and 1974, two mergers occurred which completed the present technical college center structure. In Charleston, Berkeley-Charleston Dorchester Tech, and Palmer College merged on July 1, 1973, to form two-campus Trident Technical College, and Columbia Tech (formerly in the West Columbia Trade School) merged on July 1, 1974, to become Midlands Technical College, with three campuses. Midlands Tech again has three campuses with the opening of the Harbison Campus in 1980.

In December 1979, Denmark Technical Education Center was accredited and changed its name to Denmark Technical College. This completed the system of 16 technical colleges.

Charles Palmer resigned as executive director in June 1976, to accept a position out of the state, and Associate Executive Director G. William Dudley, Jr. was named interim executive director. Dudley was appointed TEC's seventh executive director in December 1976. On June 1, 1986, Dr. James R. Morris became TEC's eighth executive director.

GOVERNANCE

The state board consists of 12 members, six of whom are appointed by the governor, one from each congressional district, with the advice and consent of the legislative delegations of the congressional district involved, for staggered terms of six years. Four members are appointed at large by the governor: one of whom must be experienced in policy development of secondary vocational education and adult basic and adult vocational education, and one of whom must be experienced in policy development of federal job training programs. The state superintendent of education and the director of the State Development Board serves as ex officio members of the board.

The officers of the board are the chairman and vice chairman, and any other officers deemed necessary to fulfill their responsibilities. The officers are elected annually by the affirmative vote of the majority of the entire board at the final meeting of the fiscal year to serve for a term of one year commencing July 1. The chairman shall appoint a nominating committee of at least three board members 30 days prior to election who shall recommend a slate of officers for consideration by the board. Additional nominations may be received from the board members. The members are eligible to be officers of the board.

The regular meetings of the board are held on the fourth Wednesday of each month. Standing committees of the board meet upon the call of the committee chairman. Special meetings of the board may be called by the chairman of the board, or by a majority of board members.

In general, the duties of the state board are to assure high quality postsecondary associate degree, diploma, certificate programs, and non-credit occupational programs and activities; to assure educational and financial accountability; to provide training for the prospective employees for new and expanding businesses and industries; and to coordinate all appropriate activities with state, federal, and other agencies.

Within the applicable laws and state board policies, local colleges have the authority to implement approved programs; employ personnel; establish and enforce local operational policies and procedures; expend funds; seek out and apply for funds from local, state, and federal government agencies that will aid in meeting the goals of the technical college; cooperate with local school boards and agencies; provide for

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supervision and maintenance of all institutional facilities; acquire appropriate land and construct the physical facilities; accept gifts, grants, donations, bequests; borrow funds in the manner authorized and within the limitations of enabling legislation; and take such direct actions as are deemed essential for the successful operation of the technical college.

FISCAL

Funding sources and percentage shares for unrestricted operations for the state board for technical and comprehensive education, FY 1985-86, are as follows:

Current Unrestricted Funds	Amount	Percentage
State Appropriations	$90,544,603	67.74%
Federal Funds	1,004,229	.75%
Student Fees	19,448,106	14.55%
County Appropriations	10,980,174	8.22%
Auxiliary Enterprises	8,355,485	6.25%
Other	3,324,931	2.49%
	$133,657,528	100.00%

It should be noted that of the $90,544,603 state appropriations, $72,389.538 was allocated to the sixteen (16) colleges as operating allocation and $8,595,505 for State procured equipment.

Restricted funds expended by the tech system are as follows:

Current Restricted Funds	
Federal	$ 22,533,174
Other	1,796,250
	$ 24,349,424

Included in the $22,553,174 is $8,190,929 in student financial aid and included in the $1,796,250 is the $90,333 in private sector scholarships.

The appropriation formula for technical education provides for consistent assessment of adequate resource requirements from state general fund appropriations for supporting the operations of technical colleges in a uniform and equitable manner.

I. Student Credit Hours
  A. Five-Year Plan Development - FY Budget Request
    (1) Continuing Operations
    Use the student credit hours projected by academic discipline for the fall quarter. The fall projection is limited to actual prior fall.

    (2) Enrollment Growth (Schedule of Additional Increases)
    Project the anticipated increase in enrollment in terms of the academic discipline credits that will be carried in the fall quarter.

    (3) New Programs (Schedule of Additional Increases)

Project the anticipated enrollment in new programs in terms of the academic discipline credits that will be carried in the fall quarter.

B. Funding Allocation
Project the anticipated enrollment for existing and new programs for the Fall quarter in terms of the academic discipline credits, [Same as I-A]. (The prior year actual fall enrollment will be used for distribution of funds available at some percentage of formula).

II. Continuing Education Contact Hours

A. Five-Year Plan Development - FY Budget Request

(1) Continuing Operations
Use student contact hours projected for annual production during the fiscal year. (Projection limited to prior year actual for Plan preparation only).

III. Community Service Programs
Community Service Programs are required by policy to be self-supporting; therefore, a computation to determine state funding is not required. An estimate of participants, budget and revenues will be required for the planning and detail budget documents.

IV. FTE (Full-Time Equivalent) Students

A. Credit Programs

(1) Divide the credit hours of each discipline derived in I by the ratio of the prior year's fall quarter credits divided by 15 to prior years' annual credits divided by 45, unique to each college to annualize the fall quarter credits to provide the credits earned in the summer quarter and incorporate the effects of attrition and open-entry during winter and spring quarters.

(2) Divide the results of IV-A (1) by 15 to produce FTE by academic discipline.

B. Continuing Education Program
Multiply the contact hours derived in II by .001423 (1 annual contact hour ÷ 11 weeks/quarter ÷ 1.42 contact hours/week/credit ÷ 45 annual quarter credits/FTE) to produce continuing education FTE.

V. FTE Teaching Faculty
Using the sum of credit program and continuing education program FTE derived in Step IV, refer to the appropriate college size (FTE range) in the reference table for formula funding (Table I). For each academic discipline and continuing education divide the Step IV FTE by the referenced formula ratio of FTE student-to-FTE instructors required to support the FTE students for each academic discipline and continuing education.

VI. Instruction

A. Multiply the sum of the FTE instructors in the credit disciplines by the salary rate indicated in Table I below the credit disciplines to derive the cost of teaching faculty for credit programs.

B. Multiply the FTE instructors computed for continuing education by the salary rate indicated in Table I below the continuing education ratio to derive the cost of teaching faculty in continuing education. The sum of VI-A&B represents the base direct teaching faculty cost.

VII. Indirect Cost (Exclusive of Plant Maintenance and Operations)

A. Sum the FTE students for credit and continuing education programs and divide by the appropriate Table I ratio of FTE students-to-FTE faculty under indirect cost variable to derive the indirect cost standard FTE faculty.

B. Multiply the indirect cost standard FTE faculty (Step VII-A) by the salary rate indicated in Table I under indirect cost variables to derive the base for indirect costs.

C. Multiply the base for indirect costs (VII-B) by the appropriate college size percentage rate under indirect cost variables to derive the formula indirect cost allowance.

VIII. Plant Maintenance and Operations

With the exception of Beaufort and Denmark TEC, policy requires that plant maintenance and operations cost be supported by local funds. (County funds and add-on student fees within the maximum to the extent county funds are deficient); therefore, plant costs do not need to be calculated to determine state funding. For the purpose of compiling the planning and detail budget documents, a separate budget estimate will be required.

The allocation of Beaufort and Denmark TEC will be determined as follows:

> The allocation will be 100 percent of the expenses incurred for pperation and maintenance of plant during the immediate preceding year plus an adjustment for utilities cost based on the experienced inflation rate of utilities for the immediate preceding year.

(Limited to Prior Year Actual until funding is at 100 percent of Formula.)

IX. Student Fees Adjustment

The deduction of student fees is to be based on the system average ratio of student fees, adjusted for plant maintenance county funding deficiencies, to total unrestricted operating expenses less plant maintenance and operations and auxiliary enterprises for the most current audited fiscal year applied to the sum of formula computation of VI and VII-C.

X. State Base Allocation

Sum the results of VI and VII-C (and VIII if Beaufort or Denmark) and subtract the sum of IX-A and IX-B to derive the state base allocation.

XI. Actual Allocation

Average the change in available funds percent applied to the difference between state base allocation and prior year allocation plus prior year allocation with formula funds percent available applied to state base allocation to derive current actual allocation.

XII. State Employer Contributions

Determine the personal service element to be paid from the actual allocation (XI) as to number of positions, dollar amount, permanent full benefits, and temporary partial benefits. Compute state employer contributions required consistent with the published percentages and health insurance rates.

XIII. State Allocation

The sum of the actual allocation (XI) and state employer contributions (XII) constitutes the allocation of state funds. Legislated salary adjustment and related fringes are to be additional allocations consistent with the basis of appropriations.

XIV. Unique Costs

Funding to provide for unique costs and to respond to difference which exist among institutions because of different roles and missions, which are not provided for in previous steps, may be requested. Items included should be of such nature as to require subjective analysis and judgement. When requests for such items are included, they must be subjectively justified (to include how the item is unique, special or not included in previous components of the formula) and specific amounts of costs by program must be detailed as to personnel services and other expenses.

XV. Equipment (Five-Year Plan Development)

Equipment will be requested based on actual assessment of need. The equipment request will be developed according to the following categories:

1. Replacement of obsolete or unserviceable equipment.
2. Equipment for new programs identified by program.
3. Equipment for incremental growth in enrollment.
4. Equipment for new facilities identified by facility and square footage (not previously identified in the three categories above).
5. Library books and materials.

The equipment request will be summarized and institution-wide priorities determined. The priorities will be scheduled as to total dollar amount distributed by priority over a minimum of six priority levels. The first priority will address the most important need.

The assessment of equipment need will be documented by detailed prioritized lists of equipment with price estimates retained in the college files.

The equipment allocation will be based on the ratio of the individual college actual allocation (XI) to the total system actual allocation applied to available equipment funds.

State Board for Technical and Comprehensive Education
Table I

Reference Table for Formula Funding FY 86-87

	Academic Discipline Area College Size	Formula Ratio of FTE Students to FTE Instructors @200 FTE	201-1300 FTE *	1301-9999FTE
01	Agriculture & Natural Resources	8	V	12
04	Biological Sciences	15	V	22
05	Business & Management	16	V	24
06	Communications	14	V	20
07	Computer & Information Sciences	15	V	22
08	Education	15	V	22
09	Engineering Technology	10	V	15
10	Fine & Applied Arts	20	V	30
11	Foreign Languages	14	V	20
12	Allied Health Services Technology	5	V	7
14	Law	14	V	20
15	Letters	14	V	20
17	Mathematics	15	V	22
19	Physical Sciences	15	V	22
20	Psychology	14	V	20
21	Public Affairs & Services	14	V	20
22	Social Sciences	14	V	20
23	Inter-Disciplinary Studies	14	V	20
24	Developmental Studies	9	V	14
49	Integrated Science	14	V	20
50	Business & Commerce Tech.	10	V	15
52	Health & Paramedical Serv. Tech.	5	V	7
53	Mechanical & Engineering Tech.	10	V	15
54	Natural Science Technologies	14	V	20
55	Public Service Related Tech.	10	V	15
	Salary Rate	$25,197	$25,197	$25,197
60	Continuing Tech. Educ. Programs	15	V	15
	Salary Rate	$12,598.50	$12,598.50	$12,598.50
Indirect Cost Variables:				
	Ratio FTE Student to FTE Faculty	14	V	20
	Percentage Rate	110%	V	90%
	Salary Rate	$25,197	$25,197	$25,197
	Student Fee Deduction %	14.21%	14.21%	14.21%

* "V" represents a variable ratio based on the proportionate relationship of FTE to be funded between lower and upper ranges (interpolation).

PROGRAMS

Approval Process

Associate degree programs must be approved by the local area commission, the State Tech Board, and the South Carolina Commission on Higher Education. The one-year diploma programs must be approved by the local area commission and the State Tech Board. Academic certificates (less that one year) must be approved by the local area commission.

Types

There are several program types in the tech system. These are: unrestricted programs which include student objectives of associate degree, diploma, certificate, and career development. Continuing education which includes occupational upgrading, apprenticeship, industrial, sponsored occupational upgrading, and adult education. Secondary vocational education - community services which include personal enrichment, conferences, workshops, institutes, and symposia. Restricted programs which include special schools, contracted adult literacy and employment training.

Diploma and Degree Requirements

Associate degree programs shall be organized to conform to systemwide models developed jointly by the state office and institutional staff. Compliance with the models shall ensure minimum standardization of associate degree programs within the technical education system. The models shall require associate degree programs to be organized in four sections: general education, technology/discipline major, required supporting courses and a minimum of two elective courses to be selected by the student. The range of quarter hour credits shall be 105-143. Degree programs are subject to the annual program evaluation conducted by the state board staff.

The technical diploma programs shall be organized to conform to systemwide models developed jointly by the state office and institutional staff. Compliance with models shall ensure minimum standardization of diploma programs. The models shall require diploma programs to be organized into three sections: general education, technical/discipline major, and required support courses. The range of quarter hour credits shall be 60 to 78. Diploma programs are subject to the annual program evaluation conducted the state board staff.

The technical certificate is an organized program of studies which does not require a systemwide model. Each program shall be designed for a specific purpose by each college. The purpose and design of each program shall be reported to the state board staff. The range of quarter hour credits shall be 12 to 60.

ENROLLMENT

Definitions

South Carolina's state technical college system offers a broad range of educational programs and services designed to support the state's economic and educational development. All of the 16 technical colleges offer postsecondary curricular programs leading to an associate degree, diploma, or certificate: seven provide college-transfer credit through the associate in arts/science degree. In response to industrial training and occupational upgrading needs, the tech system offers CEU-generating continuing education programs. To support the specialized training requirements of new and expanding industry, the tech system provides customized, tailored training programs to meet specific business and industry needs. Additionally, the state tech system is the administrative and training designee in South Carolina for programs authorized under the Job Training Partnership Act. In meeting the respective community needs, the technical colleges also offer a comprehensive array of non-state funded self-supporting community interest/avocational programs.

Patterns by Programs

For the fall quarter of 1986, the tech system enrolled 34,176 students in the degree, diploma, and certificate programs. On a quarter credit hour basis, this represented 26,006 full-time equivalent student. Fifty percent of these were enrolled full-time equivalent students, 55 percent were female and approximately 15,000 students were enrolled in industrial and occupational upgrading programs, and 3,500 were enrolled in community interest/avocational programs.

Historical Trends

Consistent with the national two-year college trends, the state tech system continues to experience a shift from full-time to part-time enrollment. In the last eight years, the tech system has seen the full-time enrollment shift from almost 60 percent of the curricula program total to 50 percent in 1986. Along with the shift to part-time enrollment the tech system has experienced a continued decline in veteran enrollment and as a result, a decline in male enrollment. As females continue to enter the labor force, female enrollments have increased from about 14,000 in 1978 to more than 19,000 in 1986 - from 41 percent of the system's credit enrollment to 55 percent.

During the same eight-year period, enrollment [fall quarter headcount] in curricular programs has remained relatively stable, ranging from 34,582 in 1978 to 34,167 in 1986. At the same time, enrollment in continuing education has increased steadily to a current annual level of serving in access of 90,000 students.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Executive Director
State Board for Technical and Comprehensive Education
111 Executive Center Drive
Columbia, SC 29210
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TENNESSEE

by

BEN E. FOUNTAIN

SUMMARY

The State University and Community College System of Tennessee is comprised of six universities, 10 community colleges, four technical institutes, and 26 area vocational technical colleges.

HISTORY

The State Board of Regents was created in 1972 by the General Assembly as the governing body of the State University and Community College System of Tennessee. The member institutions of the system were the state universities and community college formerly governed by the State Board of Education. In 1982, the General Assembly transferred the technical institutes and area vocational-technical schools to the system.

GOVERNANCE

The composition and powers of the State Board of Regents are set forth in the Tennessee Code Annotated 49-8-201 through 49-8-203. The board consists of 18 members: 12 lay citizens appointed for nine-year terms by the governor, from each congressional district and grand division of the state; one student appointed for a one-year term by the governor from among the system institutions; one statutory member, the immediate past commissioner of education at the time the board was created; and four ex-officio members -- the governor, commissioner of education, commissioner of agriculture, and executive director of the Tennessee Higher Education Commission, who is a non-voting member.

The board is responsible for assuring lay and public direction in postsecondary education. Members serve without compensation and meet at least four times a year in regular session; called sessions are convened occasionally for special purposes. As a legislative entity, the purpose of the board is to govern and manage the system. It is empowered to: employ the system chancellor and define his duties; select and employ presidents of the institutions; confer tenure and approve promotion in rank of system faculty; prescribe curricula and requirements for diplomas and degrees; approve the operating and capital budgets of each institution and otherwise set policies for their fiscal affairs; establish policies and regulations regarding the campus life of the institutions; and assume general responsibility for the operations of the institutions while delegating specifically to the presidents such powers and duties as are necessary and appropriate for the efficient administration of their respective institutions and programs.

The board's policies and practices reflect decentralized decision-making and operations. Standardized policies are established to ensure institutional accountability and effectiveness, while campus perogatives are preserved to promote unique qualities and community relationships at each of the system institutions.

The board maintains a strong committee structure through which all policies and other significant considerations are deliberated. Board members, as well as student and faculty representatives from the institutions, serve on these major committees: Academic Policies and Programs, Finance and Business Operations, Personnel, Student Life, and Vocational Education. Additional committees are established on an ad hoc basis to address special concerns.

The chancellor is the chief executive of the system and is empowered to act on behalf of the board. The chancellor and his staff serve at the pleasure of the board and perform those duties prescribed by the board. As the board staff, they ensure implementation of board policies and directives, initiate and conduct studies, serve as liaison between the institutions and other state offices, provide certain centralized services, and provide leadership in the management of the system.

The board subscribes to a concept of strong presidencies in which the president is the chief executive officer of the institution with broadly delegated responsibilities for all facets of campus management and operations. The president serves at the pleasure of the board, reports to the board through the chancellor, and is the official medium of communication between the campus community and the chancellor. Students, faculty, and staff share responsibilities in campus governance.

The policies through which the board implements its statutory responsibilities for governance and management of the system establish both standards for consistency among the institutions and defined parameters to promote institutional flexibility and discretion. To ensure appropriate participation in the consideration of proposed board policies and systemwide decisions, all such matters are reviewed by a structure of system sub-councils, the presidents as a council, the board staff, and a board committee prior to their consideration by the board.

ENROLLMENT

Headcount enrollment for fall, 1985, degree credit totaled nearly 47,000 in community and technical colleges. Full-time equivalence for the same period totaled nearly 27, 000. The majority of students are part-time enrollees (just under 30,000) and 64 percent in the community colleges and 47 percent in the technical institutes were female.

In 1985-86, community college enrollments declined by an average of eight percent in headcount and 7 percent FTE. Technical institutes note a slight increase in headcount although FTE declined 2 percent.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Assistant Vice Chancellor for Research
The State University and Community College System of Tennessee
1161 Murfreesboro Road
Nashville, Tennessee 37217
TELEPHONE: (615) 741-4821

REFERENCE

State Board of Regents. (1986). *The State Board of Regents 1985-86 Annual Report of the State University and Community College System of Tennessee*. Nashville, Tennessee.

TEXAS

by

DALE F. CAMPBELL
Assistant Commissioner
The Texas Higher Education Coordinating Board

SUMMARY

Community Colleges and Technical Institutes Division

The board created this division after the 69th legislature passed SB 911 transferring postsecondary vocational and technical education for community colleges and technical institutes from the Texas Education Agency to the Coordinating Board.

The division coordinates oversight of 69 community and junior college districts with 66 separate campuses, four campuses and two centers of the Texas State Technical Institute (TSTI), and Lamar University of Orange and Port Arthur.

Mission and Goals

The Community Colleges and Technical Institutes Division evaluates and recommends board approval of programs, transfer courses, and compensatory courses offered at these institutions. It monitors a sunset review of postsecondary technical and vocational programs and administers the Carl D. Perkins Vocational Education monies. The division reviews and recommends coordinating board approval or denial of requests to: (1) call an election to create a new public college district, additional TSTI campuses and centers, (2) approve new out-of-district course offerings, and (3) set branch campus maintenance tax elections for public community colleges.

The staff develops guidelines, policies, and rules pertaining to the mission, role and scope responsibilities of community colleges and technical institutes. In the past 18 months, the division has developed a five-year master plan for postsecondary technical and vocational education in Texas that has now been approved by both the Coordinating Board and the State Board of Education. It has prepared reports on enrollment, funding, personnel, postsecondary technical and vocational education, and other programs at the state's public community colleges and TSTI.

The board recognizes that higher education must work in partnership with the private sector to prepare a skilled work force to handle the increasingly technical jobs created by Texas' changing economy. Staff in the Community Colleges and Technical Institutes Division serve as liaisons to state and federal agencies involved in economic development, technology transfer, job retraining, apprenticeship programs, and other technical vocational education programs.

New Community College Districts

At the direction of the legislature, the coordinating board uses stringent criteria for creating new community college districts: a minimum $2.5 billion tax base, at least 10,000 scholastics, mandatory local taxpayer approval, and a needs assessment and impact analysis by coordinating board staff. As a result, the number of requests for new districts has declined, while the board expects to review a growing number of petitions form existing community college districts to expand their boundaries.

Within the past five years, the board has approved requests for two new community college districts, Collin County Community College District and the Northeast Texas Community College District. Several community college districts expanded; Austin Community College District approved a tax base, and two additional campuses were built, Palo Alto College in the Alamo Community College District , and the East Campus of North Harris County Community College District.

Due to the state's revenue constraints, the board deferred a petition for creating a new community college district in Williamson County until after the 70th legislative session.

2+2+2 Programs in Technical Fields

To secure Texas' position as national leader in developing new technologies and to encourage business startups and expansion, the state must provide the necessary training in technical fields. For example, an increasing number of engineering technicians is needed to support professional engineers in all stages of production, from prototype development to final manufacturing.

The number of engineering technology programs, particularly in electronics and manufacturing engineering, is increasing to meet demand. Urban area community colleges offer the majority of these programs which are structured so that a student can enter the workforce as an engineering technician or transfer to a baccalaureate program in engineering or engineering technology.

The coordinating board is encouraging the development of 2+2+2 programs in engineering technology, electronics, automated manufacturing, telecommunications, laser electro-optics, and computer-assisted design. These programs will consist of two years of study at the high school level followed by two years of study at a community college and then another two years of study at the university level. The Community Colleges and Technical Institutes Division is currently soliciting input from the Texas Education Agency and secondary and postsecondary institutions, as well as from business and industry, as it undertakes to structure the first 2+2+2 program to avoid duplication and assure transfer of courses.

New Program/Course Regulations

In the past 18 months, the coordinating board has approved a total of 55 new associate of applied science programs and 14 new certificate programs based on new rules and regulations developed by the Community Colleges and Technical Institutes Division.

The division developed comprehensive computerized course inventories for the approved general academic (including compensatory) and vocational and technical courses for all community college and technical institutes in Texas. The data base includes critical information that is matched with class enrollment reports on courses, contact hours, special funding rates (cooperative education and (apprenticeship), and out-of-district approval codes.

New Apprenticeship Programs

Historically, apprenticeship programs in Texas have been associated with secondary institutions. Yet as the educational community comes to associate apprenticeship with adult education, more of these programs are being offered by post secondary institutions.

During the 1986-87 school year, the coordinating board approved six new apprenticeship programs leading to an associate applied science degree, bring to 15 the total number of associate degree apprenticeship programs in the state. The board's staff expects this number to double in the next year.

Carl D. Perkins Vocational Education Funds

In 1985, the coordinating board began distributing formula-driven and discretionary funds authorized by the federal Carl D. Perkins Vocational Education Act. Formula funds assure access to quality vocational education and provide services for the disadvantaged and handicapped, adults with limited English proficiency, adults in need of job training and retraining, individuals who are single parents or homemakers, and displaced persons.

Discretionary funds are being spent to evaluate the state of occupational education in the community colleges and technical institutes to help the coordinating board determine how best to bring "state of the art" programs, equipment, and instruction to these campuses. The monies pay for personnel development, (inservice training for faculty, counselors, administrators and student services staff), curriculum development, model programs and demonstration projects, and research grants.

Transfer Core Curriculum

During the past five years, the coordinating board approved eight new transfer core curricula in a number of disciplines to improve the likelihood that community college students will transfer to senior institutions. That brings the total number of transfer agreements to 16.

Remedial Education

The division staff is reviewing all state-funded remedial courses offered by public community colleges in Texas. The board adopted rules prohibiting institutions from giving degree credit for remedial courses, but the board is also recommending that, at this time, the state continue to fund such courses.

The board has also awarded a research grant to develop a system for measuring the effectiveness of remedial courses. It also identified major goals related to achieving adult literacy and mastery of basic academic skills as part of job retraining programs for Texas workers. These goals are outlined in the state Master Plan for Postsecondary Technical and Vocational Education.

HISTORY

Creation and Powers

The Texas legislature created the coordinating board, Texas College and University System in 1965 with a mandate to "provide leadership and coordination for the Texas higher education system, and institutions and governing board, to the end that the state of Texas may achieve excellence for college education of its youth through the efficient and effective utilization and concentration of all available resources and the elimination of costly duplication in program offerings, faculties and physical plants."

The coordinating board's establishment culminated two years of study and planning by Gov. John Connally's Committee on Education Beyond the High School. The committee's work resulted in passage of the Higher Education Coordinating Act by the Texas legislature.

The coordinating board initially was seen as a means of bringing order to the rapid growth that was taking place in higher education. The state's population was growing rapidly in the 1960s -- in the first decade after the board was established, the population grew by more than 57 percent. New college campuses were needed to provide widespread access to higher education for the growing numbers of high school graduates.

Consequently, in the board's early years much attention was focused on increasing the availability of higher education, assuring diversity of degree programs, and keeping up with the expanding pressure for instructional, research, and administrative space on campuses. In contrast, today's main challenges center on ensuring quality and efficiency as much as on access as demands increase on the state's limited revenues.

The legislature has assigned a broad range of authority to the coordinating board to permit it to carry out its central mandate. From its inception, the board has had broad authority over the role and scope, degree and certificate programs, and departments and schools of each public university in the state. It has had similar approval authority over land purchases and the construction and rehabilitation of buildings at universities. The board's role in providing financial aid to students dates from 1965 and has rapidly expanded. Through the formulas it recommends to the legislature, the board exerts a major influence on the way in which state funds are distributed to public institutions of higher education.

At several points since 1965, the legislature has modified the board's authority, generally in the direction of expanding it. In 1975, provisions were enacted to required Board approval for construction and major repair and rehabilitation projects that previously had been exempted because of their proposed use or funding source. A later opinion by the Attorney General ruled that board approval was not necessary for construction projects that met more than half their cost from the available university fund. In an exception to the general pattern of increasing board authority over construction projects at community colleges in accordance with the historical arrangement in which projects funded with local tax monies had been exempted from state review.

The board began providing low-interest loans to students under the Texas Opportunity Plan, or Hinson-Hazlewood Loan Program, in 1965. The legislature created the Tuition Equalization Grant Program (TEG) in 1973 and authorized the Coordinating Board to provide TEG grants to students attending independent colleges in Texas to expand educational opportunities at less cost to the state than additional construction at public institutions. In the past decade, administration of more than half a dozen other state and federal financial aid programs has been assigned to the Coordinating Board.

The 69th legislature added three important responsibilities to the coordinating board. It transferred authority over technical-vocational programs at community colleges and the Texas State Technical Institute (TSTI) from the Texas Education Agency to the coordinating board and gave the board degree and facility approval authority over TSTI. The board also was directed to administer the $35 million Texas Advanced Technology Research Program, an effort to stimulate research at public universities that would strengthen science and technology in Texas and contribute to the diversification of the state's economy.

The most significant event of the 70th legislature for the coordinating board was the enactment into law of recommendations made by the Select Committee on Higher Education. The legislature directed the board to establish a basic skills testing program for all entering college freshmen at public institutions of higher education, gave it authority to set enrollment limits for universities, created four major research programs to be administered by the board, called for the coordinating board to develop a statewide higher education telecommunication network, and authorized the board to undertake a range of other responsibilities.

GOVERNANCE

The Texas Higher Education Coordinating Board is a statutory, 18-member board appointed by the governor with the advice and consent of the Senate. The governor also designates the coordinating board chairman and vice chairman. Members must be appointed from various geographical sections of the state, and no member may be employed professionally for renumeration in the field of education during his or her six-year term in office. HB 2181 (G. Lewis/Delco), passed by the 70th Legislature, stipulates that in making or confirming appointments to the board that the governor and the Senate, ". . .shall ensure that the appointee has the background and experience suitable for performing the statutory responsibility of a member of the coordinating board." No specific qualifications are outlined in the Texas Education Code.

The coordinating board is required to meet quarterly in Austin, in January, April, July, and October. The Board also may meet on the call of the chairman. Board members serve without pay but are reimbursed for their attending to other work of the board if approved by the board chairman.

Funding and Organization

The coordinating board employs 187 staff members with headquarters in Austin. There are no branch offices. Funding for fiscal year 1987 totals $142,,307,109. Revenue sources are: general revenue, $109,041,491; lender allowance on student loans, $4,157,263; federal grants, $26,934,070; interagency contacts, $381,992; private donations, $22,093; tuition set aside funds, $1,751,200; and fees, $10,000.

The operating budget constitutes 5.2 percent of the total budget, or $7,468,153. The remaining 94.8 percent of the budget consists of trustee funds - $106,688,211, and other grant programs - $28,150,745.

The coordinating board may authorize an election to establish a junior college district after determining that certain conditions have been met and that it is feasible and desirable to establish the proposed district. If the coordinating board authorizes the election, a majority of the electors in the proposed district, voting in the election, shall determine the question of creation of the junior college district, the election of the original trustees, and the questions of issuing bonds and levying taxes. A junior college established by an independent or city school district may be governed, administered, and controlled by and under the direction of the board of trustees of that independent or city school district. In other types of districts, the original trustees are elected at the same election at which the creation of the district is determined.

FISCAL

State appropriations are provided through a formula designated by the coordinating board. The appropriations are to provide partial state support for the educational and general operations of the institutions other than physical plant. Local funds must be used for maintenance and operation of the physical plant. Local funds may also be used to supplement the educational program.

The formula designated by the coordinating board is a rate per base period (12 months) contact hour for each of 18 general academic programs and forty vocational/technical programs, and is based on a study of the most recent fiscal year expenditures for all institutions. The study is conducted in conjunction with an advisory committee of community college representatives. Statewide median costs per contact hour for each of the program areas used to determine the recommended formula rates. All programs funded in the formula are approved by the coordinating board.

The community colleges are required to use the designated formulas in preparing their requests for legislative appropriations each biennium. Although the legislature may not appropriate funds at the level recommended, the formula is used as the mechanism for allocating the funds appropriated.

For fiscal year 1985-86, the state provided 57 percent of the total current fund revenues (excluding auxiliary enterprises) of the public community colleges. Local taxes collected for current operations amounted to 19 percent. Tuition and fees accounted for 14 percent with all other sources providing 10 percent.

For 1986-87, the ranges of tuition and required fees paid by a full-time student for the nine months are:

Resident Student	$135 - $ 750
Non-resident Student	$298 - $4,388

PROGRAMS

Approval Process

Programs in Texas community colleges and technical institutes are approved through an established process according to their nature and format. Prior to being conducted, programs must be approved both by the local governing board and the coordinating board. Once received by the coordinating board, each new program is routed to an appropriate program director who provides initial staff review. A formal new program review date is set, and at that time appropriate individuals from the requesting institution come to the coordinating board offices to present the program being proposed through a discussion of the following issues: (1) demonstrated need in the community being served, (2) availability of employment opportunities for graduates, (3) a satisfactory and on-going number of persons for the applicant pool,

(4) the institution's fiscal and physical ability to support the program, (5) availability of adequately prepared faculty, (6) necessary equipment for program implementation.

Programs which lead to a certificate in a vocational-technical discipline are approved by the commissioner of higher education upon the recommendation of the new program review committee. Proposals for vocational-technical programs at the associate degree level must be approved by the coordinating board at one of its quarterly meetings.

Types

Community colleges offer programs which lead to associate degrees designed for transfer to senior colleges and universities. Vocational-technical programs at the certificate and associate of applied science degree level prepare graduates to enter the college at the collegiate level, and provision for achievement of high school equivalency is made, usually through the adult basic education program. Adult and continuing education courses, usually short-term and intensive in nature, provide for initial entry into certain work situations as well as for retraining and upgrading for persons already employed. Linkages with other community resources, such as business and industry, job training centers, and other agencies, are encouraged. Texas guidelines require that where state or national accreditation is appropriate and/or required, vocational-technical programs in these areas will be developed in compliance with the minimum standards established by those accrediting bodies.

Diploma and Degree Requirements

In addition to satisfactory completion of the core curriculum in a vocational-technical program, a minimum of 15 hours of general education is required and must include course work in the humanities or fine arts, mathematics or science, and behavioral or social sciences. Additionally, provision must be made for a student's achievement of written and oral communication skills and computed literacy as outcomes of his completion of the degree.

ENROLLMENT

The term enrollment is defined as: (1) the number of students in a given place at a specific time (i.e., 12th class day enrollments, etc.), and (2) number of credit hours reported for these same students. The term headcount enrollment is the term used by the coordinating board as well as each institution. A full-time student equivalent (FTSE) factor is primarily associated with the general academic institutions (senior) only and is a semester credit hour derivative. With dual offerings at the community colleges, a standard FTSE factor has not been developed.

In senior institutions, the FTSE factor for a fall semester is obtained by dividing the total semester credit hours (military science and other not funded SCH's are omitted) by a factor of 15. The level of credit is ignored.

The fiscal year or base year FTSE factor is obtained by dividing the total credit hours for that period (minus non-funded hours) by 30. Again, the credit hour level is ignored.

The fall 1986 preliminary headcount was 318,678 students enrolled on campuses in the Community College and Technical Institutes Division.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Assistant Commissioner
Community Colleges and Technical Institutes Division
The Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711
TELEPHONE: (512) 462-6400

UTAH

by

TERRENCE A. TOLLEFSON

Utah has five public two-year colleges, of which the first to be established was Snow College in 1888. The State Board of Regents is both coordinating board and governing board for all public higher education in Utah.

Public two-year colleges in Utah enrolled over 21,000 students in 1987. Of nearly 4,200 degrees awarded, 27 percent were in general studies and 20 percent were in business.

Tuition and fees averaged $884, and tuition represented approximately 20 percent of educational and general revenues.

REFERENCES

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VERMONT

by

KENNETH G. KALB
President

SUMMARY

The legal entity is the Vermont State Colleges (VSC). VSC consists of five colleges, one of which is Community College of Vermont (CCV). In turn, CCV is a statewide network of offices. CCV is a noncampus institution with no full-time faculty. It operates out of rented offices and uses adjunct instructors. Each office has some classroom space, a computer laboratory, and a small reference library.

CCV is the only two-year public community college in the state. Its mission is to bring higher education to the rural communities for working adults who cannot leave their locales to attend a campus school. The emphasis is on access and affordability.

HISTORY

CCV dates to 1968 when Governor Hoff appointed a task force to look at higher education needs across the state. A task force was chaired by then commissioner of education, Harvey Scribner. The study said that the need was high for education between high school and a four-year college, but that building an institution or expanding an existing campus was no solution, too costly and people could not get to it.

In the summer of 1970 Governor Davis issued an executive order creating a community college commission to pilot a regionalized, noncampus institution. In October 1970, Peter Smith was hired as the first director. A grant from Office For Educational Opportunity provided seed money.

In 1972, CCV was reviewed by a study committee and became a member of VSC.

During the 1970s a few offices were opened around the state. Regional accreditation came in 1975. Both Fund for the Improvement of Post Secondary Education and the Kellogg Foundation provided grants in those years. Enrollment grew to 1500.

In the 1980s more offices were opened, bringing the total to 12, covering virtually all areas of the state. Enrollment is now 3,000 per semester, roughly 1200 FTE.

CCV has become a respected member of VSC, has electronic connections to other VSC libraries, and makes use of the VSC central computer for administrative purposes.

GOVERNANCE

The state level board is the VSC Trustee Board. VSC is an independent public corporation. The University of Vermont and the state entity for student financial aid are also separate entities with their own boards.

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The VSC Board has 15 members including the governor, ex officio. Half the board members are gubernatorial appointees; half are elected by and out of the legislature. All serve staggered six-year terms. No explicit qualifications for appointment exist. The board has a chair, vice chair, and a secretary and meets eight times per year. The board has three standing committees that meet separately the week before each full board meeting.

The State Department of Education has a separate board that hires the commissioner of education who is the chief executive officer for all public K-12 education, adult basic education, and area vocational centers that are attached to local high schools. Evening programs for adults are available.

FISCAL

Funding is 50 percent from tuition and fees, 40 percent from state appropriations, and 10 percent from federal grants.

There is no funding formula. The VSC chancellor gets a lump sum appropriation and allocates that among the five colleges.

The basic tuition charge is $48 a credit. Degree students pay a $40 degree student fee; lifelong learners a $15 registration fee. Tuition is double for the few non-Vermonters but we have almost none.

PROGRAMS

The VSC Trustees' Education Committee reviews the programs of each college every five years.

Within CCV, an academic review board chaired by the academic dean must approve all credit offerings and programs.

CCV has four types of programs. The mainstay is an individualized and somewhat self-designed associate degree program. The most common concentrations are: business, general studies, human services. CCV also offers certificate programs in 67 areas. These are 24-30 credit programs. A third program area deals with the assessment of prior learning, giving credit for noncollegiate learning if it is properly documented and reviewed by faculty from other colleges. The fourth area is noncredit training and special offerings.

Entry requirements are a high school diploma or GED. Exit requirements are an approved, written degree plan and 60 credits for an associate degree, half in the area of concentration and half in general education.

ENROLLMENT

An FTE equals 12 semester credits. Since we have only one associate degree program, we do not track enrollment by program in the usual sense.

Historically, enrollment has grown with each new geographical area served. Enrollment is up 50 percent since 1982, for example. Over 95 percent of the students are part-time. Seventy-five percent are female. The average age is 30. These data have been consistent from the opening of CCV.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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VIRGINIA

by

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Virginia Community College System

SUMMARY

The Virginia Community College System is a statewide institution of higher education with 23 comprehensive community colleges operating on 33 campuses. The State Board for Community Colleges, appointed by the governor with the concurrence of the General Assembly, is the governing board for the system and all of the member colleges. The chancellor is the chief executive officer for the system and the community college presidents are responsible to the state board through the chancellor. Local college boards, appointed by the local governments, are advisory with such powers as are delegated to them by the state board.

Virginia community colleges are comprehensive institutions offering associate degree occupational and transfer programs, certificate and diploma occupational programs, developmental studies, continuing education, and community service programs. Student developmental services are also an important component of the community college service.

Virginia community colleges are deeply involved in job training and other economic development activities in their communities.

The Virginia Community College System functions within the educational community to assure that all individuals in the diverse regions of the commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible.

The Virginia Community College System, through comprehensive community colleges, provides leadership in determining and addressing both the needs of individuals and the economic needs of the colleges' service areas.

Occupational-technical education, transfer education, developmental studies, continuing education and community services are the primary avenues through which the mission is fulfilled. To assure that all students have the opportunity for success, each college provides a comprehensive program of student development services.

Education Program Goals

The Virginia Community College System provides financially accessible, high quality, comprehensive educational programs and services. The purpose of these programs and services is to support the economic development of the commonwealth and to meet the educational needs of citizens of all ages.

The Educational Program Goals of the VCCS are:

1. To offer associate degree programs to prepare individuals for careers as technical and paraprofessional workers.

2. To offer associate degree programs to prepare individuals for transfer, as upper-division students, to baccalaureate degree programs in four-year colleges.

3. To offer diploma and certificate programs to prepare individuals for careers as technicians, skilled and semiskilled workers.

4. To offer developmental programs to prepare individuals for other instructional programs.

5. To offer sudent development services which, through counseling and guidance, shall assist individuals with decisions regarding occupational, educational and personal goals.

6. To offer industrial training programs where specific employment opportunities are available in new or expanding businesses, industries, and professions. Such programs shall be operated in cooperation with the individual community colleges.

7. To offer continuing education programs to provide educational opportunities for individuals who wish to continue to expand their learning experiences. Such programs may include credit and non-credit courses, seminars and workshops.

8. To offer community education programs to provide cultural and educational opportunities which are in addition to other programs of the college.

HISTORY

As was the case in many states, in the 1950s and early 1960s, it became evident that Virginia's higher education resources were woefully inadequate for the load that was being placed on them. A number of factors were rapidly increasing this load. Among the more apparent were: the democratization of higher education, begun by the G. I. Bill at the end of World War II, had advanced to the point where higher education was widely seen as a right to be enjoyed by all who desired it and could benefit from it; the Baby Boom generation was approaching college age; and industrial development, with its heavy reliance on the development of a trained, skilled work force, emerged as a state priority.

There was little doubt that something had to be done; but there was much less agreement on the best course of action. In 1955, the Virginia Advisory Legislative Commission (VALC) published *Crisis in Higher Education in Virginia and a Solution*. The solution was branch campuses of existing universities. For a time this solution was pursued with vigor and a number of branch campuses were established. There was not, however, any consistent planning for these branches. In Roanoke, for instance, branches of the University of Virginia and Virginia Polytechnic Institute were established across the road from each other.

The studies continued. In 1959, for instance, the State Council of Higher Education for Virginia (SCHEV) commissioned a study of Dr. S. V. Martorana which set forth the needs, policies, and plans for two-year colleges in Virginia. The time was not yet ripe, and no action took place as an immediate result of this study.

In 1963, the Slaughter Commission laid a philosophical basis for community colleges, but recommended the establishment of a statewide system of technical colleges. A technical college system was established by the 1964 General Assembly. The 1964 General Assembly also established a Higher Education Study Commission which recommended a number of sweeping changes to the 1966 General Assembly. Among these was the recommendation that the technical college system be converted to a system of comprehensive community colleges. With considerable debate, and not a little political maneuvering and compromise, this was done. The Virginia Community College System was established. The technical college became community colleges, most of the university branch campuses became community colleges (two became four-year colleges and one remains today as a two-year branch college).

The growth of the Virginia Community College System was rapid, but well planned. One of the earliest actions of the State Board for Community Colleges was to commission the development of, *A Proposed Master Plan for a State-Wide System of Community College Education in Virginia,* by Eric Rhodes. This master plan envisioned 22 college regions encompassing the whole state. The final system evolved to include 23 regions.

As all colleges became established, and soon thereafter all campuses received at least their initial buildings, the focus gradually changed from building a system to managing the system. For a number of years growth seemed automatic. Only one year (1976-77), did enrollment decrease, but then resumed its upward climb. By 1981-82, system enrollment reached 62,428 annual FTES.

Beginning in 1979-80, inflation was driving up costs, and tuition began to increase accordingly. Budgets increased, but not rapidly enough to keep up with escalating costs. Management, retrenchment, and efficiency became the focus of many. During these years, and the years that followed, programs, and services were cut back, in some cases severely. By 1982-83, these cutbacks, continuing escalation of tuition, and a shrinking college age population, reflected in reduced enrollment. Enrollment declined to 51,280 annual FTES in 1985-86. In 1986-87 tuition was decreased and enrollment increased to an estimated 54,771 FTES.

GOVERNANCE

The State Board for Community Colleges is appointed by the governor and confirmed by the General Assembly. The state board is composed of persons selected from the state at large. No officer, employee, or member of the governing board of any public institution of higher education, or of any school subject to the control of the state board, or any member of the General Assembly, or any member of the State Board of Education, shall be eligible for appointment to the board. All members of the board are deemed members-at-large charged with the responsibility of serving the best interests of the whole Commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

There are 15 members on the State Board for Community Colleges. Terms are for four-year terms. A chairman and a vice-chairman are elected by the board from its membership. The chancellor is also secretary to the State Board for Community Colleges. The legislation requires the board to meet at least four times annually. In practice, the state board meets approximately six to eight times each year.

The State Board for Community Colleges is the governing board for all colleges in the Virginia Community College System. Its authority and powers are the same as those of each of the boards of visitors of the other state-supported institutions of higher education in Virginia. As with other governing boards, the state board is subject to the coordinating powers of the State Council of Higher Education for Virginia.

The enabling legislation states: "The state board shall be responsible . . . for the establishment, control, and administration of a state-wide system of publicly supported comprehensive community colleges which shall be known as the Virginia Community College System."

In 1977 the role of the state board was further clarified by House Joint Resolution 192, which stated: ". . . it is the sense of the General Assembly that the role of the State Board for Community Colleges is that of a governing board of a state-wide institution of higher education and not as that of a board of a state agency, subject to the direction and control of the governor, and that its functioning in the role of a governing board of an institution of higher learning is necessary for it to continue the purposes for which it and the commonwealth's system of community colleges was created."

The system office is the administrative arm of the State Board for Community Colleges. The chancellor is the chief executive officer of the Virginia Community College System and secretary to the State Board for Community Colleges. There are presently two vice chancellors, one for fiscal affairs and the other for academic and student affairs. These officers, and their subordinates, assist the chancellor in carrying out its responsibilities.

The enabling legislation also prescribes the following duties of the chancellor:

> (a) It shall be the duty of the chancellor of community colleges to formulate such rules and regulations, and provide for such assistance in his office as shall be necessary for the proper performance of the duties prescribed by the provisions of this chapter.
>
> (b) The state board shall prescribe the duties of the chancellor, in addition to those duties otherwise prescribed for him by law, . . ."

Community college presidents are responsible to the state board through the chancellor.

FISCAL

The General Assembly appropriates funds for community colleges at its discretion. It has relied on both normative formulas developed by the State Council of Higher Education for Virginia (SCHEV) and incremental funding considerations in reaching its decisions regarding appropriation levels.

For the 1988-89 academic year:

In-state tuition	\$26.60 per semester credit (\$17.00 per quarter hour in 1986-87)
Out-of-state tuition	\$132.00 per semester credit (\$81.00 per quarter hour in 1986-87)

There is no maximum rate for full-time students.

Fees for non-credit programs and other non-credit activities are set so that, in the aggregate, direct costs plus 30 percent are recovered.

Some colleges also charge a student activities and/or parking fee. There are generally small.

PROGRAMS

Types

Colleges in the Virginia Community College System offer the following types of programs:

University Parallel Associate Degree Programs. These include the associate in arts (AA) degree program, associate in science (AS) degree programs, and associate in arts and science (AA&S) degree programs. Majors specializations are recognized within degree programs.

Occupational Associate Degree Programs. Associate in applied science (AAS) degree programs are intended primarily to prepare students for employment upon graduation. An increasing number of AAS graduates are, however, continuing their education after graduation, especially in bachelor of technology programs.

Diploma and Certificate Programs. Diploma and certificate programs are intended to prepare students for employment upon graduation.

Career Studies Certificate Programs. Career studies programs are intended primarily for upgrading skills and continuing education. The short programs are also used to provide entry skills in some areas. Career studies programs are usually offered on a part-time basis.

Continuing Education. Continuing education programs, which may include both credit and non-credit (Continuing Education Unit - CEU) courses, are offered by the colleges to enable adults to continue their learning experiences.

Community Service. Community services include meeting special community projects which are designed to provide needed cultural and educational opportunities for citizens of the region.

Citizens Advisory Committee. Local lay advisory committees must be utilized for the development, establishment and evaluation of all occupational programs and curricula. These committees are appointed by the president with the approval of the local college board.

College Curriculum Committee, College Administration, and local College Board. All program proposals must have been recommended by the college curriculum committee, the college administration, and the local college board. Except as noted below, continuing education and community service programs are approved at the local college level in accordance with procedures developed at the college.

VCCS Instructional Programs Staff. All program proposals are viewed by the VCCS instructional programs staff, which prepares recommendations for the chancellor. The staff also approves additional courses to be added to the VCCS Curriculum Guide.

Chancellor. The chancellor has final approval for diploma and certificate programs that are offered elsewhere in the system and for additional career study certificate programs for a college that has previously been approved by the state board to offer career study certificate programs. All other program approvals must be recommended by the chancellor.

State Board for Community Colleges. The State Board for Community Colleges has final approval for:

- A college's initial career study program,
- Certificate and diploma programs that are new to the system, and
- Additional majors within a degree program previously approved for the college.

The State Board must recommend degree programs and new specializations to the State Council of Higher Education (SCHEV).

State Council of Higher Education for Virginia (SCHEV). The state council must approve all degree programs and specializations.

The associate degree programs require 97 quarter hour credits as a minimum for graduation.

The following are the minimum requirements for the diploma and certificate programs.

Diploma. A diploma program is defined as two-year curriculum with a major in an occupational area. Diploma curricula shall consist of the necessary courses required to meet the curricular and institutional objectives and may include any appropriate courses numbered 10-299. A minimum of 15 percent of curriculum's credit-hour requirement shall include instruction in general education.

Certificate. A certificate program is defined as a curriculum that consists of 45 quarter credit hours with a major in an occupational area. Certificate curricula shall consists of the necessary courses required to meet the curricular and institutional objectives and may include any appropriate courses numbered 10-299. A minimum of 15 percent of a curriculum's credit-hour requirement shall include instruction in general education.

Career Studies Certificate. A career studies certificate program is defined as a curriculum that consists of less than 45 quarter credit hours in an occupational area. Career studies certificate curricula shall consist of the necessary courses required to meet the curricular and institutional objectives and may include appropriate courses numbered 10-200.

ENROLLMENT

Definitions:

Credit hour: Semester credit hour. The VCCS converted to a semester calendar effective summer of 1988. Prior to that date, a semester calendar was in effect.

Full-time student: Any student taking 12 or more credit hours is considered to be full time.

Full-time equivalent student (Semester): The number of student credit hours generated in the semester divided by 15.

Full-time equivalent student (Annual): The number of student credit hours generated in the summer, fall, and spring semesters of the same academic year divided by 30.

Curricular Student: A student has been officially admitted to a program of study leading to a degree, diploma, or certificate.

Non-curricular Student: A student who has not been officially admitted to a program of study leading to a degree, diploma, or certificate. Most, but not all, part time and developmental students are non-curricular students.

Fall quarter enrollment for 1986-87 totaled 121,046 students; 27,647 (23 percent) were full time and 93,399 (77 percent) were part time. The full-time equivalent students total was 54,851. Enrollment in the first year of operation in 1966-67 was 2,092. The peak year for enrollment was 1981-82 with a total of 61,428. The gradual decline to 51,380 in 1985-86 was reversed in the 1986-87 school year.

In the fall quarter of 1986-87 nearly 60 percent of the full-time students and 15 percent of the part-time students were in the age group of 18 to 21 years. The majority of full-time and part-time students were female.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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WASHINGTON

by

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Washington State Board for Community College Education

SUMMARY

The state is divided into 23 community college districts. Each district is charged with providing for the education and training needs of its communities and students. There is at least one community college in each district, two districts operate two institutions, and one district has three campuses. Altogether the state operates 27 community colleges. Total full-time equivalent state-funded enrollment in this system equals 83,330 with additional FTEs generated from special contracts and local funds.

The Community College Act of 1967 provides for a state systems of community colleges which are "for purposes of academic training, two-year institutions, and are an independent, unique, and vital section of (Washington) state's higher education system, separate from both the common school system and other institutions of higher learning." The statute requires that the community college offer an open door to every citizen, regardless of his/her academic background or experience, at a cost normally within his/her economic means.

Each community college district is required to offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of educational, cultural, and recreational nature; and adult education.

HISTORY

The first junior college in Washington was started in 1915 in Everett when 42 students began a one-year college program on the top floor of Everett High School. It was closed in 1923 for lack of students.

Centralia College, the state's oldest existing community college, opened in 1925. It was followed by Mt. Vernon College (now Skagit Valley College) in 1926, Yakima Valley College in 1928 and Grays Harbor College in 1930. By 1941, eight junior colleges were operating in Washington, all locally-administered and locally-funded. Combined enrollment was approximately 1,000. State aid was provided by the state's first community college law in 1941. But the same law prohibited operation of public junior colleges in counties having four-year colleges or universities. Since the state's three most populous counties were thus prohibited from having junior college, only four more opened between 1941 and 1961.

A 1945 act brought junior colleges under the administration of local public school boards. Enrollment continued to grow, however, and by 1962 had reached 25,443.

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The 1941 limitation was removed in 1961 by an act which also designated the two-year institutions as community colleges in recognition of the growth of their vocational and adult programs.

In the decade following passage of the 1961 law, the number of community colleges more than doubled and enrollment quadrupled. Most of the new colleges opened in metropolitan areas previously denied community college education. Several had been founded as vocational institutes. The most significant factor in enrollment growth was vocational education.

Separation of community college administration from that of the common schools began in 1963 when the legislature mandated that separate funding and accounting be established for community colleges. The 1965 legislature directed the Superintendent of Public Instruction to employ a firm of consultants to recommend a plan for reorganization of community colleges. Acting on their plan, the 1967 legislature adopted the statue creating the state community college system and establishing it as an independent system separate from both the common schools and the four-year institutions.

The 1967 act also provided the framework within which community college education was to be offered. It divided the state into community college districts and charged each district with providing for the educational and training needs of its communities and students.

GOVERNANCE

The State Board for Community College Education consists of eight members, one from each congressional district, appointed to four-year terms by the governor with the consent of the Senate.

Washington community colleges are essentially state colleges, deriving most of their financial support from the state. General supervision and control over the state system of community colleges is assigned to the State Board for Community College Education (SBCCE) under the Community College Act. The SBCCE consists of eight members, one from each congressional district, appointed to four-year terms by the governor with the consent of the Senate. A board member may not have a pecuniary interest in education and may not be a member of the State Board of Education, a public school board, the governing board of any public or private educational institution, or an employee of any of the boards specified above.

Otherwise there are no specific requirements for membership on the state board. The state board is empowered to employ a director who serves at the discretion of the board as its executive officer and secretary and who is charged with the administering the Community College Act. With the board's approval, the director may employ a staff.

The state board staff consists of 39 employees and is organized into three divisions as follows:

Administrative Services: Responsible for publications, federal programs special programs, policy and research, personnel, data processing, and information services, planning and office management.

Educational Services: Operating budget, capital budget, and accounting.

Among the principal responsibilities of the state board, as designated by the Community College Act, are these:

1. Review community college district budgets and prepare a single system budget for submission to the governor;

2. Establish guidelines for the disbursement of funds, and disburse capital operating funds to the community college districts;

3. Ensure that each community college district offers a comprehensive program and maintains an open door policy;

4. Prepare a comprehensive state plan for community college education;

5. Define and administer criteria and guidelines for establishment of new campuses and colleges and for modification of district boundary lines;

6. Establish minimum standards to govern operation of the community colleges with respect to personnel qualifications; budgeting, accounting, and auditing; curriculum content, degree requirements, and admissions policies;

7. Administer criteria for capital construction;

8. Encourage innovation, coordinate research and disseminate research findings.

The Higher Education Coordinating Board provides planning, coordinating, monitoring and policy analysis for higher education in Washington, including the community college system, and the two state universities, the three regional universities and the state college.

FISCAL

Of the funds required to operate Washington community colleges, about 91 percent are appropriated from the state general fund by the legislature. Grants and contracts provide 5.66 percent of the total. The balance, 3.42 percent, are called local funds.

The 1985-87 state fund appropriation to the community college system is $529,539,602. The state board prepares a biennial budget request for the community college system which it submits to the governor. The governor's budget office modifies it and submits it as part of the governor's budget request to the legislature. The legislative appropriation for the community college system is received by the state board and allocated to the community college districts.

The system budget is based on a higher education funding approach adopted by the 1983 legislature. Separate appropriations are provided for instruction, instructional support (including student services, libraries, and academic administration), and general purposes (including instructional support and plant operations and maintenance).

The instruction formula is designed to assure quality through maintenance of adequate student/faculty ratio on a system-wide basis. For 1984-85, that standard equated to 21.8 students per faculty member.

Community college capital projects are financed by state general obligation bonds repaid either from student tuition funds or the state general fund. Each district submits its biennial capital request to the state board which analyzes it in terms of formulas for determining future space needs and construction costs. The projects are prioritized by the state board and submitted to the governor for review and incorporation into the capital request to the legislature. The legislature appropriates capital funds on a project-by-project basis. Each project authorized by the legislature must be approved by the state board at various stages of design and construction.

Student tuition and fees are currently set by law at a maximum of $233 per quarter as follows:

Tuition - $204.50 includes the building fee ($42.50) which is credited to the capital projects account for debt service on bonds sold to the finance community college construction and operating fee ($162.00) which is collected by the districts and deposited in the state general fund.

Services and Activities Fee - up to $28.50 Retained by the districts for student programs.

PROGRAMS

Students in the system enroll in five different types of courses:

Forty-two percent of community college courses are academic in nature. These courses fulfill freshmen and sophomore requirements for a bachelor's degree. They also provide support for vocational education in such areas as math, English, and science.

Thirty-eight percent of the courses provide vocational education which prepares students for entry-level jobs and provides retraining and upgrading for working people. A current special emphasis is on small business assistance.

Twelve percent of courses are classified under the heading of basic skills. These courses enable students to complete eighth grade and high school and overcome deficiencies which prevent their successfully achieving college-level studies. Basic skills courses represent the fastest growing segment of the community college system at present.

Six percent of courses are contractual in nature and are tailored to the specific education needs of a business or organization which pays for the cost of instruction. Typically, these courses are delivered at the business or organization site rather than on-campus.

Two percent of courses are offered on a student-funded basis for avocational and personal enrichment purposes. Community choir, conversational French, and recreational sports are examples of these offerings.

ENROLLMENT

The Washington community college system served 90,204 full-time equivalent students (FTEs), 83,555 of them in state-funded courses. FTE enrollment was .7 percent below the level of 1984-85.

FTE enrollment in basic skills courses continued a five-year pattern of increase. In 1985-86, 11,690 FTEs were in such courses, accounting for 13 percent of all contract and state supported FTEs.

The demographic characteristics of community college students reflect the adult population of the state:

- The racial composition of the student population in fall, 1985 was very similar to the state as a whole.

- The student population is becoming older at about the same rate as the state population.

- The student population is more female (55 percent) than the state's adult population and is typical of community colleges nationally in this respect.

The system had fewer part-time student in fall, 1985 (53 percent) than in 1980 (64 percent) and a lower percentage of part-time students than community colleges nationwide (68 percent). The smaller part-time enrollment indicates that the Washington community college system now serves a more traditional student population than is served by community colleges nationwide.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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WEST VIRGINIA

by

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West Virginia Board of Regents

SUMMARY

The community college system in West Virginia falls under the governance of the West Virginia Board of Regents. The community college system is comprised of three free-standing community colleges, seven community college components of four-year institutions, and a two-year branch of a university. There is not a separate governing board for community colleges.

The community college system in West Virginia is designed to provide access to inexpensive, quality education. The goals are to serve persons seeking job-entry skills and careers in a variety of fields. It also serves those seeking the first two years of credit toward a bachelor's degree. An additional goal is to serve those individuals desiring classes and activities in personal development, civic affairs, and cultural enrichment.

HISTORY

A two-year preparatory branch of West Virginia University, a land grant institution, was established in 1985 at Montgomery, West Virginia, and a similar branch was established at Keyser, West Virginia, in 1901. Most programs were limited to college transfer-type courses. The Montgomery branch is now a four-year college, but the Keyser branch remains a two-year branch of West Virginia University. In 1956, there were two four-year colleges offering terminal vocational programs.

Legislation permitting the establishment of two-year branch colleges offering liberal arts, terminal education, and adult education programs was passed in 1961. Four branch campuses of four-year colleges were established as a result of this legislation. Major emphasis was placed on transfer programs at the branch colleges.

Legislation was passed directing the board of regents to formulate a plan to establish a comprehensive community college system. Also, legislation authorized the board of regents to convert branch campuses to community colleges. In 1971, three branch campuses were converted into two community colleges, one having dual campuses. One additional community college with dual campuses was created in 1972 from a branch campus to a four-year institution, making three community colleges in the board of regents system.

During the mid 1970s, the board of regents, in cooperation with the four-year institutions, created community college components at seven four-year institutions. The components were placed under the administration of the president of the four-year institutions. Terminal two-year programs were offered.

GOVERNANCE

The state-level board that governs the community colleges is the West Virginia board of regents. The board is comprised of 14 members - nine appointed by the governor and five ex officio members. The ex officio members represent faculty, students, and classified employees in the board of regents system. The chancellor of the board of regents and the state superintendent of schools also are ex officio members. The appointed members serve six-year terms. A president, vice-president, and secretary are elected for one-year terms by board members.

The general powers and duties of the board are to govern and coordinate higher education in the state. They are given responsibility to "prescribe and allocate among the state colleges and universities specific functions and responsibilities to meet the higher education needs of the state and avoid unnecessary duplication." Specific duties include: preparing a master plan for public higher education, overseeing the budget process, establish a system of information and data management, reviewing no less than every five years all academic programs offered at any state college or university, administering a uniform system of personnel classification, conducting presidential performance evaluations at all institutions, and submitting an annual report to the Joint Committee on Government and Finance.

Each local institution in the board of regents system has an advisory council that works closely with the president of the institution. Each president reports directly to the chancellor of the board of regents.

The State Department of Education has no jurisdiction over the community colleges in the board of regents system. They do have jurisdiction over the vocational-technical schools in the state. The vocational-technical schools offer both secondary and postsecondary instruction. Upon completion, the student is awarded a diploma or a certificate. The vocational-technical schools do not offer associate degrees.

FINANCE

Funding is secured from three main sources: state appropriated funds, federal funds, and tuition.

Funding is not based on formula. Priorities are set by the board of regents and funding is geared to these priorities.

Tuition and fees for an in-state student range from $600 per year at the free-standing community colleges to $1,042 at a community college component within the a university.

PROGRAMS

All new programs are submitted by the college to the Board of Regents for review. The Academic Affairs Advisory Committee makes recommendations to the board and then the board votes on approval or disapproval.

The colleges in the board of regents system offer a wide variety of programs. Broken down into broad categories they are: technical, vocation, and public service oriented.

Most certificate degree programs require between 34 and 40 semester hours, and an associate degree requires between 65 and 70 semester hours for graduation.

ENROLLMENT

Headcount enrollment is the total number of students enrolled at a given institution.

Full-time equivalence is one FTE per 15 credit hours.

There has been significant growth in the career-technical programs (198 percent) since the community college system was developed. The largest increases have come in business programs, public service programs, technology, and agriculture. Health related programs grew the least.

Enrollment continues to increase in the West Virginia community college system. Student enrollment increased 167 percent in the first 13 years the system was in operation.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Director of Community Colleges, Vocational Education, and
Management Information Systems
West Virginia Board of Regents
950 Kanawha Boulevard, East
Charleston, West Virginia 25301
TELEPHONE: (304) 348-2101

WISCONSIN

by

ROBERT P. SORENSON
State Director and Executive Officer
The Wisconsin Board of Vocational, Technical and Adult Education

SUMMARY

The Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE) is the state agency statutorily responsible for the initiation, development, maintenance, and supervision of occupational education programs below the baccalaureate level, including terminal associate degrees, vocational diplomas, training of apprentices, adult and continuing education below the professional level. These programs are delivered throughout the state by 16 area vocational, technical and adult education (VTAE) districts. Three of these districts each include a technical (community) college and are authorized to offer college parallel (transfer) programs. Each of the other 13 districts has a technical institute. A total of over 40 main and/or branch campuses and 400 outreach centers deliver programs and services.

The mission statement was clarified by the 1983 Wisconsin Act 379 to specify that the principal purposes of the vocational, technical and adult education system are to: provide occupational education and training and retraining programs, and to provide customized training and technical assistance to business and industry in order to foster economic development and expansion of employment opportunities. Additional purposes are to: cooperate and contract with secondary schools, provide college transfer, community services and self-enrichment activities, basic skills education, and address barriers created by stereotyping and discrimination.

Since its inception in 1911, the Wisconsin Vocational, Technical and Adult Education (VTAE) system has responded to the ever-changing needs of people, employers, and society in general.

HISTORY

The early 1900s saw a need for change in education in Wisconsin. Pupils were dropping out of the rural schools. Manufacturing and other industries were expanding in the state. The need for public education for employment was becoming apparent.

Charles McCarthy is considered the father of Wisconsin's vocational-technical system. From his unlikely position of head of the legislative reference library, he launched the vocational-technical and adult education system that exists today. In 1909 he wrote to August Lindemann, the leader of the brewery lobby, suggesting that a commission be formed to study the state's educational needs. State Senator Fairchild introduced Joint Resolution 53 in 1909 which was passed and formed the Commission on Industrial and Agricultural Training. Members of the commission visited cities in other states and countries in Europe, including Germany.

The commission's report to the legislature recommended four types of education:

1. Continuation schools for boys and girls, ages 14-16, who had quit high school and were working (or not working)

2. Evening schools for adults
3. Trade schools
4. Related instruction for apprentices.

The continuation school was to the first phase of the plan because it would immediately reach the greatest number at the least cost.

In 1911, following the study of the commission's report, the Wisconsin legislature passed the first comprehensive continuation school legislation in the country. Chapter 616, Laws of Wisconsin of 1911 provided for continuation, trade, and evening schools as McCarthy had proposed them. The law authorized a State Board of Industrial Education. The nine-member board would consist of three employers and three employees appointed by the governor. The three ex officio members would include the state superintendent of instruction, the dean of the University of Wisconsin College of Engineering, and the dean of the Extension Division of the University of Wisconsin.

The main function of the State Board of Industrial Education would be to allocate state aid to local continuation, training, and evening schools on a matching basis. The state superintendent of instruction was to oversee curriculum and was authorized to employ an assistant to supervise the new schools. The superintendent's assistant was to be appointed with approval of the state board, so the authority was split between the state board and the superintendent of instruction, C.P. Cary.

The 1911 law required the city school board of every community of more than 5,000 to establish a local board of industrial education. The five-member board was to have two employers and two employees. The ex officio member was to be the local school superintendent. The local boards were to foster, establish, and maintain continuation, trade, and evening schools. Communities under 5,000 could do the same if they wished.

The local boards of industrial education were given taxing power on property of up to one-half mill. On a local level, the education for those employed was to be financed separately from common education. The tax levy was not to be subject to review by the city council. This significant provision would eventually give vocational, technical and adult education a vitality and an ability to meet local needs not possible had budgets been subject to political machinations. Local boards were empowered to charge up to $.50 per week for tuition. Four related pieces of legislation were also passed in 1911. Chapter 522 was essentially a compulsory attendance law requiring any employed minor over age 14 to either prove literacy or to attend continuation school. An accompanying law, Chapter 505, was more specific. It required employers to release 14-16 years old workers for part-time attendance in the continuation schools. The workers were required to attend five hours per day for at least six months per year. The hours spent in school were to be considered as part of the total work hours. That is, employers could not require additional hours of work to make up for hours spent in school. Chapter 347 required that a written agreement be drawn up for each apprentice specifying the terms of training to be received. Chapter 544 set the minimum salary for teachers of agriculture, domestic economy, and manual training at $60 per month.

As a reflection of its changing functions, responsibilities, programming, and clientele, the state board has undergone four name changes in its 75 year history. In 1917, the legislature changed the State Board of Industrial Education to the State Board of Vocational Education. During World War I., the Wisconsin vocational schools began training for jobs most needed in the war effort - telegraphers, truck drivers, bakers, horseshoers, and typists. In 1921, George P. Hambrecht, a member of the Industrial Commission, became state director of vocational education, a position he held until 1943. During the depression years of the 1930s, unemployed adults began attending the day schools. In 1937, the state board was changed to the State Board of Vocational and Adult Education. College transfer programs commenced in Milwaukee. In 1934, a junior college was established as part of the Milwaukee's Vocational and Adult Schools. Students could enroll in academic subjects one-half day and prepare for a vocation the other half day. This meant at the end of two years a student would have been following an academic program on a college level and laying the foundation for a vocation at the same time. The academic credits earned could be transferred to the University if the student desired. College transfer programs were later added at Madison and Rhinelander during the 1960s. However, state law restricts the number of transfer credits to 25 percent of the total for each institution.

During the 1940s the vocational schools geared up to train people for the national defense in such areas as aircraft manufacturing, maintenance, repair; shipbuilding, maintenance, repair; auto manufacturing maintenance, repair; electrical; forging, boiler and steel plate; light manufacturing; sheet metal; chemicals, ammunition, and military supply.

In 1944, Clarence L. Grieber, formerly secretary of the board, was appointed state director, the position he held until December 31, 1970. Following World War II, the vocational schools began developing full-time programs to meet the changing careers of returning veterans. Curriculum and other standards were developed for postsecondary vocational-technical education.

In 1955, the Coordinating Committee for Higher Education (CCHE) was formed. Legislation in 1963 expanded the CCHE to 19 members and included: The president and three members of the University of Wisconsin regents; the president and three members of the state college regents; the president and three members of the State Board of Vocational Adult Education; four citizens; the state superintendent of public instruction; and two members of the county college boards. Vocational-technical education in Wisconsin was now a part of higher education. Chapter 51, Laws of 1961, renamed the Board of Vocational and Adult Education to the Wisconsin Board of Vocational, Technical and Adult Education, and authorized it to grant associate degrees for two-year technical programs.

The most significant state legislation since 1911 was passed in 1965. Through the 1950s and 1960s, local vocational and adult schools faced a struggle in trying to provide occupational training with only a municipal tax base to draw upon. Although the CCHE was proposing a community college system, on September 10, 1965 Governor Knowles signed an amended bill which became Chapter 292, Laws of 1965, forcing the creation of area districts. By 1970, everyone in Wisconsin would have to be in a vocational, technical, and adult education district. Criteria for districts were established and local units of government could petition to form or join a VTAE district. the initial 18 became 16 VTAE districts which are in operation today. From the 1960s to the early 1980s enrollments grew and programming expanded greatly. Eugene I. Lehrmann became state director in 1971 and was succeeded in 1979 by Robert P. Sorenson.

GOVERNANCE

The Wisconsin Board of Vocational, Technical, and Adult Education, as a governing body for the VTAE system, consists of 12 non-salaried members appointed

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by the governor for six-year, staggered terms. Wisconsin Act 29 of 1985 changed the categories of representation to one employer, one employee, one farmer, and six at-large members, plus the three ex officio members which include: the secretary of the Department of Industry, Labor, and Human Relations; the president of the University of Wisconsin Board of Regents; and the state superintendent of public instruction. The first two are also appointed by the governor while the state superintendent of public instruction is elected by the people.

The board has four standing committees:

- The Executive Committee has the power of the board when the board is not in session;
- The Facilities and Finance Committee which review budget and facility needs;
- The District-State Relations Committee which reviews organizational matters affecting relations with the districts, and
- The Education Committee which approves the initiation or discontinuance of occupational education programs.

The board members elect a president, vice president, and a secretary. It meets bi-monthly and may call special meetings as desired. Wisconsin was the first state in the United States to have a separate board for vocational-technical education. About six other states have followed this example.

Wisconsin's vocational, technical, and adult education districts are governed by local district boards. Local boards were an integral part of the 1911 legislation to ensure that vocational education would be guided by lay people knowledgeable about the world of work. The boards were/are appointed by existing governing bodies to ensure equal representation of management and labor and to ensure that the board positions would be filled with people genuinely interested in vocational education. Composition of local boards is modified to include three employers, three employees, two members at-large and a local school administrator. All members have staggered three-year terms. Two of the nine members are required to hold an elected office locally. No chairperson is allowed to serve more than two successive full annual terms.

The state board staff is headed by the state director, who is the appointed executive officer serving at the pleasure of the board. The director is responsible for all administrative and supervisory matters, including the development, implementation, and evaluation of all program plans. The state doard staff carries out the board's policies and assures conformity to state and federal laws.

Major state board staff responsibilities are divided between two divisions. The Division of Finance and Planning is responsible for budget preparation, research, and long-range planning, and the provision of support staff services such as clerical, data processing, personnel, and policy as well as labor market analysis. The Division of Program and Economic Development is responsible for occupational education programs, and for educational programs and services for people with special needs. It performs professional development and curriculum services. It monitors district program activities for accountability and program improvement and coordinates system offerings with other educational systems.

The board is advised on vocational education by the Wisconsin Advisory Council for Vocational Education which evaluates and reports on the system's educational programs, and assists the board in developing the long-range and annual plans.

FISCAL

Local vocational, technical, and adult education (VTAE) institutions receive funds from four major sources: local property taxes; state aids; federal funds; and students fees. The total operational costs for all 16 VTAE districts for 1985-86 was $295.8 million. State operations were about $8 million.

By Wisconsin law, a VTAE district can levy up to 1.5 mills for operation or $1.50 for every $1,000 of equalized valuation of all real property in the VTAE district.

State vocational aids are available only for courses or programs for occupational preparation or upgrading. State aid is based on each district's net aidable cost times its equalization index (the ratio of the statewide property valuation per FTE student to the district's valuation per FTE student). A full-time equivalent (FTE student represents 30 credits.

Federal funds are received for three main purposes: student financial aid, stimulating new program development, and the operation of activities to meet the needs of special groups. Federal funds for vocational education, except for student financial aids, are available through the Carl D. Perkins Vocational Education Act, the Adult Education Act, and the Job Training Partnership Act (JTPA).

Tuition accounts for the smallest portion of revenues among the four sources. Originally, vocational school courses were free of charge as are high schools. In 1975, student tuition was charged for the first time. There are still no fees for students enrolled in adult high school, adult basic education, or English as a second language. Those 62 or older are exempt from vocational-adult program fees. Uniform program fees are set by the State Board of Vocational, Technical, and Adult Education, except those for personal enrichment courses which are set locally.

The tuition rates per credit for 1986-87 for district residents are $36.65 for college parallel (transfer), and $24.60 for postsecondary/vocational adult. For non-residents, the total charge is $74.30 per credit and for out-of-state, it is $91.50 for college parallel and $180.20 for postsecondary/vocational adult per credit.

For 1985-86, the statewide district operational budget included funds from the four principal sources as follows: 54 percent local, 22 percent state, 11 percent federal, and 13 percent tuition and fees.

PROGRAMS

The VTAE system has an extensive array of directives, guidelines and procedures for program development, implementation, maintenance, and supervision. Specific program criteria and standards have been developed to delineate the requirements for general education, technical and related technical courses, laboratory and shop courses, and the assignment of credits for diploma, associate degree and continuing education courses.

The program development process includes three stages:

State I - Program Intent: This stage requires the district to identify the program which it is considering for potential development. If approved by state staff, the district is allowed to proceed to State II.

State II - Program Investigation: This stage requires the VTAE district to conduct a detailed study of the need for and its capability to develop and deliver study of the need for and its capability to develop and deliver the program. If the request is approved by the WBVTAE education committee, the district is allowed to submit Stage III.

Stage III - Program Proposal: Stage III consists of the district preparing and submitting a comprehensive program proposal document. This document includes a reference to the need, program objectives and graduate competencies to be achieved, the proposed curriculum, course descriptions and credits, implementation plan, personnel and facilities needed or to be used. This stage requires local board approval. The proposal is reviewed by state staff and presented to the state board. If approved by the state board, the district is allowed to implement the program.

Programs include: (1) two-year associate degree programs designed to train students in technical occupations such as data processing, marketing, electronics and nursing-technical; (2) vocational diploma programs which are courses of study lasting up to two years that provide specific skills and knowledges for such occupations as production agriculture, dental assistant, and auto mechanic and (3) adult-vocational programs which include short term vocational and technical courses that prepare persons for new jobs, update their present skills or retrain them for more salable positions.

General education courses are also an integral part of vocational and technical programs. Special general education programs in the system address adult basic education skills (ABE), a general education development (GED), adult high school, and programs for the hearing and visually impaired. The VTAE system is also responsible for providing training for apprentices and cooperates with other agencies in providing training such as under the Job Training and Partnership Act (JTPA).

The VTAE system offers about 135 different types of associate degrees in 450 individual programs throughout the state. Nearly 130 different types of one and two-year diploma programs are provided through 500 locations around the state. Sixty-three (63) short-term vocational programs are provided in 160 different locations for a total of over 300 different types of programs and over 1,100 individual programs offered.

Occupational Program criteria are as follows:

1. Associate degree(s) in applied sciences or applied arts (64 to 72 semester credits)

    a. Occupational specific courses directly related to the occupation (minimum 32 credits)
    b. Occupational supportive courses which provide a foundation for the occupational content such as math, science (minimum 11 credits)
    c. General education courses (minimum 15 credits)
    d. Elective course requirements (minimum 6 credits)

2. Vocational diploma programs (short term, one- and two-year)

(2 to 70 vocational credits)

a. Occupational specific course requirements (70 percent to 100 percent of total program credits)
b. Occupational supportive/general education (maximum 30 percent of total program credits)

3. Certificates - may be awarded at the option of local districts for participation and/or attendance at VTAE adult/continuing education courses, seminars, etc.

The College Transfer Program is a two-year liberal arts program leading to an associate of arts degree. It includes college-level courses paralleling the freshmen and sophomore years for students planning to transfer to a four-year college or university. Courses chosen vary depending on the student's ultimate educational goal and the requirements of the accepting institutions.

Programs and services are evaluated on a regular basis in accordance with a cooperatively developed evaluation model. The model involves three phases: monitoring and screening, on-site reviews, and impact appraisals. Each VTAE district is required to have a plan for evaluating its programs. District and state staff monitor program enrollments, graduation rates and follow-up job placement. Ineffective programs are investigated. These investigations may result in on-site reviews and recommendations for program modification or discontinuance.

All VTAE districts are accredited by the North Central Association of Colleges and Schools. In addition over 70 program and courses are evaluated and/or accredited by external boards, agencies, or associations.

ENROLLMENTS

Students are counted by programs and courses. Enrollment data are generally computed and analyzed in terms of headcounts and full-time equivalents (FTE). The data may be further broken out by aid codes, instructional area, age, sex, county of residence, ethnic origin, and other categories. Many students enroll in more than one program and more than one course which creates duplicate enrollments in some categories. Consequently, unduplicated enrollments are calculated as necessary in some cases.

A program enrollment includes a student who has been accepted into the program and who has accumulated nine or more credits during the year. If the student did not accumulate nine or more credits, he/she is counted as course enrollment. A course enrollment includes a student in part-time courses and/or in full-time programs who earned less than nine credits. A full-time equivalent (FTE) enrollment is equal to 30 credits.

Table 1 indicates that the total enrollment has declined since 1976-1977. Associate degree, vocational diploma and vocational-adult enrollments showed a steady increase over the ten-year period. College parallel FTE enrollment remained about the same over the ten-year period.

Table 1
Enrollments: Unduplicated Headcount & FTE by Aid Category
(State Totals)

Fiscal Year Type of Enrollment	College Parallel	Associate Degree	Vocational Diploma	Vocational Adult	Community Services	State Total
1976-77						
Undupl. Headcount	8,429	50,232	46,327	138,348	84,469	327,805
FTE	2,360	24,574	15,695	5,527	2,879	51,035
1985-86						
Undupl. Headcount	7,276	73,832	67,908	245,095	95,042	439,974
FTE	2,349	30,544	16,787	6,512	1,744	57,936

Table 2
Enrollments: Headcount & FTE by Academic Division
(State Totals)

Fiscal Year Type of Enrollment	Agriculture	Business	Graphics	Home Ec.	Industrial	Soc/Health	Technical	TV	Gen. Ed.	Other
1976-77										
Headcount	10,820	61,959	In (C)	75,288	95,923 (C)	22,370	11,296	In (C)	-- --	91,188
FTE	1,413	11,937	1,124	2,442	7,853	6,554	2,147	31	17,534	-- --
1985-86										
Headcount	9,336	114,412	8,083	74,935	54,118	92,009	13,100	(In	129,392	
FTE	1,323	18,855	1,364	2,829	7,653	9,240	5,281	Technical)	11,392	

Table 2 indicates increases in Business, Service and Health and Technical enrollments over the ten-year period, while there was a decline in Agriculture, Industrial, and General Education enrollments.

FOR ADDITIONAL INFORMATION CALL OR WRITE

State Director and Executive Officer
Wisconsin Board of Vocational, Technical and Adult Education
310 Price Place
PO Box 7874
Madison, WI 53707
TELEPHONE: (608) 266-1207

WYOMING

by

JAMES R. RANDOLPH
Executive Director
Wyoming Community College Commission

SUMMARY

The Wyoming Community College Commission is a state agency with broad coordinating responsibilities and limited governance over the state's seven community colleges. Local community college boards (elected) have institutional policy making and fiscal responsibilities within the laws of the state and rules of the commission.

Mission Statement

"It is the mission of the commission to coordinate and maintain a quality community college system in the state of Wyoming which contributes to the state's economic and societal goals;

Furthermore, it is the mission of the commission to ensure that the community colleges operate in an efficient and effective manner and is accountable to the taxpayers of the state; and

Furthermore, it is the mission of the commission to ensure that students enrolled in a community college obtain the best education the resources of the state can provide."

Goals of the System

"Quality/Access/Efficiency/Accountability"

HISTORY

The legislature enacted legislation in 1945 which permitted the organization of public two-year institutions. The first community college district was formed in Casper in the same year as Casper College. Colleges were established at Powell (now Northwest Community College) in 1946, Sheridan (now Sheridan College) in 1948, and Torrington University of Wyoming. By 1956, the electorate of each of these three districts had voted to establish independent community college districts. Western Wyoming College was organized in 1959 at Rock Springs followed by Central Wyoming College at Riverton in 1966 and Laramie County Community College at Cheyenne in 1968.

The commission has been in existence since 1961 and has undergone numerous changes in mission, function and scope of responsibility, including the most recent change which occurred in 1985 with the passage of the Wyoming Community College Code of 1985.

GOVERNANCE

The commission is a state level board authorized by the legislature to include seven members appointed by the governor and confirmed by the senate. The appointments come from the state's appointment districts. Restrictions include no more than four commissioners from the same political party and no more than three commissioners from a community college district. Commissioners serve four-year terms. The governor and the superintendent of public instruction serve as non-voting ex officio members.

The commission must, by law, meet at least quarterly. Typically, however, the commission meets six times per year. The commission elects its own officers, which include a chairman and vice-chairman.

The legislature has specified some 20 duties for the commission, the most significant of which includes approval of new community college districts, evaluation of existing districts, approval of new degree programs, systematic review of all programs, distribution of state aid, state aid request for colleges, and setting of tuition for all colleges.

FISCAL

Wyoming operates on a biennium budgeting system. For the current biennium (FY '87 and FY'88) the budgeted sources of funding are as follows:

TOTAL BUDGET - 7 COLLEGES	$103,238,708	100%
State Support	70,543,361	68%
Local (4 Mill Tax)	21,876,462	21%
Institution (Tuition, etc.)	10,818,885	11%

Biennium budgets are developed on an incremental basis. That is, the previous fiscal year's operation budget is indexed with standardized inflationary factors to create a new two-year "base" budget. Colleges may request additional programs to enhance their operation. These requests are reviewed by the commission and governor and passed along to the legislature, with recommendations, for final action. Currently no formula is used.

Tuition has been established for the 1987-88 year for all seven colleges as follows:

Residents:	
Full-Time (11 hours or more)	$230/semester
Part-Time (less than 12 hours)	$ 20/credit hour.
Non-residents:	
Full-Time (ll hours or more)	$690/semester
Part-Time (less than 12 hours)	$ 60/credit hour.

Fees are established by local boards and vary from college to college.

PROGRAMS

Degree and certificate programs are approved under commission guidelines which includes local evaluation, including board approval, and state-level approval tied to the biennium budget request. There is an emergency approval process than can approve a new program, on a temporary basis, within one week's time.

Non-degree instructional activities, such as adult education courses, high school equivalency, JTPA courses, industry related courses, etc. can be offered by a college without review or approval by the commission.

There are no state-level degree requirements, however, the commission is responsible for periodic evaluations of all programs.

ENROLLMENT

The commission reports enrollment by credit headcount, credit full-time equivalence and non-credit headcount. Full-time equivalence, calculated as twelve (12) credit hours, equals one (1) full-time equivalent student. Credit classes are those classes offered to meet degree or certificate requirements (required or elective) plus developmental classes but not Adult Basic Education(ABE) or General Education Developmental (GED) classes.

Enrollment at each of the seven colleges has increased over the past ten years. At some of the smaller colleges the enrollment has more than doubled. For the fall semester 1986, credit student headcount enrollment for all systems was 15,285. The number of full-time equivalent students enrolled was 10,308. Non-credit student enrollment reached nearly 16,000 (15,948) for the semester.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Executive Director
Wyoming Community College Commission
2301 Central Avenue, Third Floor
Cheyenne, WY 82202
TELEPHONE: (707) 777-7763

SOURCES

1. Prepared descriptions were compiled and submitted by authors for the following states:

State	**Name**
Alabama	Charles L. Payne
Arkansas	Tom Spencer
California	Leland W. Myers
Colorado	Carol R. Van Lew
Delaware	John R. Kotula
Hawaii	Joyce Tsunoda
Idaho (Postsecondary Vocational-Technical Ed.)	William Ullery
Illinois	David R. Pierce
Iowa	Charles Moench
Maine	L. Steve Thornburg
Massachusetts	Tossie E. Taylor
Michigan	James Folkening
Minnesota	Gerald G. Christenson
Mississippi	George V. Moody
Missouri	Shaila R. Aery
New Hampshire	Elizabeth J. Noyes
New Jersey	Narcisa A. Polonio
New York	Thomas S. Kubola
North Carolina	Robert W. Scott
Ohio	Theresa A. Powell
Oklahoma	Dan S. Hobbs
Pennsylvania	Jerome Kern

Rhode Island	Edward J. Liston
South Carolina	James R. Morris, Jr.
Texas	Dale F. Campbell
Vermont	Kenneth G. Kalb
Virginia	Don Puyear
Washington	John N. Terrey
West Virginia	M. Douglas Call
Wisonsin	Robert P. Sorenson
Wyoming	James R. Randolph

2. Descriptions of other responding states were compiled by Tollefson and Fountain from information provided by the following individuals:

State	**Name**
Arizona	Wayne McGrath
Connecticut	James J. Long
Florida	Clark Maxwell, Jr.
Georgia	Haskin Pounds
Idaho (Community Colleges)	Gerald R. Meyerhoeffer
Indiana	Clyde Ingle
Kentucky	Charles T. Wethington, Jr.
Louisiana	Larry Tremblay
Maryland	James D. Tschechtelin
Oregon	Starla Jewell-Kelly
Tennessee	William C. Aiken

3. Descriptions for the listed non-responding states were compiled from the following sources:

State	Name
Alaska	Ben E. Fountain
Kansas	Terrence A.Tollefson
Montana	Terrence A. Tollefson
Nebraska	Ben E. Fountain
Nevada	Terrence A. Tollefson
New Mexico	Terrence A. Tollefson
North Dakota	Ben E. Fountain
Utah	Terrence A. Tollefson

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ABOUT THE AUTHORS

Ben E. Fountain is Visiting Lecturer in the Department of Adult and Community College Education, North Carolina State University. He received his B.A., M.A., and Ph.D. from the University of North Carolina at Chapel Hill. He has served as president of two community colleges in North Carolina as well as state president of the North Carolina Community College System. He is a former member of the Board of Directors of the National Council of State Directors of Community/Junior Colleges.

Terrence A. Tollefson is associate professor in the Department of Adult and Community College Education, North Carolina State University, and editor of the *Community College Review*. He earned a B.A. and Ph.D. from the University of Michigan and an M.B.A. from Michigan State University. A former state director of community colleges in New Jersey and Colorado, he has served on the Board of Directors of the National Council of State Directors of Community/Junior Colleges.

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